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ABSTRACT

A symposium on nontraditional programs in higher education in Tennessee discusses programs throughout the state that depart from the classroom mode of instruction. Programs discussed include those conducted on campus for resident students offering work study, credit and noncredit programs, and programs that focus on community activities of cultural or public-service interest. Programs illustrate the diversity of higher education, but also the necessity for congruence. Topics focus on adult and continuing education, careers in Tennessee, the humanities in the rural community, credits, individualized education, apprenticeship programs, audiotutorial programs, and liberal arts instruction. (Author/KE)

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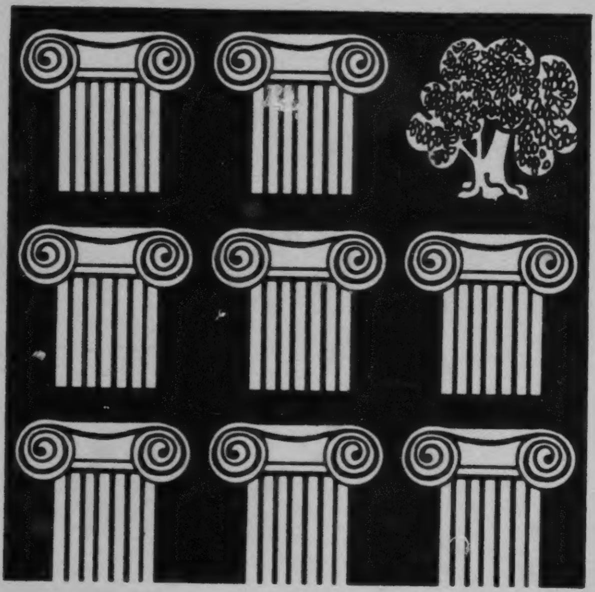

NON-TRADITIONAL LEARNING IN TENNESSEE

A Symposium on Non-Traditional Programs in Higher Education

PROCEEDINGS

Editors

Coy Hollis

The University of Tennessee at Martin

Jerry C. McGee

Middle Tennessee State University

Sponsored by
The Tennessee Higher Education Commission
The State University and Community College System and
The University of Tennessee

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PROCEEDINGS

NONTRADITIONAL LEARNING IN TENNESSEE

A Symposium on Nontraditional Programs in Higher Education

October 29-30, 1975

Middle Tennessee State University
Murfreesboro, Tennessee 37132

Editors

Coy Hollis, Ed.D.
University of Tennessee at Martin

Jerry C. McGee, Ed.D.
Middle Tennessee State University

April, 1976

PREFACE

The purpose of this symposium was to bring into clearer focus the state of nontraditional education in Tennessee and to give direction to its further development by promoting dialogue within the academic community. Through this symposium, we attempted to bring into the spotlight many programs from throughout the state which departed from the traditional classroom mode of instruction. Some programs were conducted on campus for resident students but offered study with work experience and make practical applications of what was learned. Some were credit programs, while others were non-credit, focusing primarily on community activities of cultural and public service interests. By bringing this wide spectrum of programs to a single podium, it was hoped that we could illustrate the diverse nature and expanding role of higher education and to bring attention to the fact that diversification need not mean the dissolution of academic stability but the enlargement of academic opportunity.

At the same time that we highlighted diversity, we also hope to emphasize the necessity of congruence. Some in academic may view nontraditional programs as clumsy intruders in an established order and as unwanted competitors for scarce resources; but, both types of programs are needed to serve changing societal needs. Although diverse in nature, these programs converge in purpose. Through a symbiotic relationship each will strengthen the other as well as play an important individual rolé in the continuing development of higher education.

One thing we learned was that the term "nontraditional" labors under the burden of carrying too many different connotations. To the person faced with the problem designing new educational programs to reach new audiences in new ways, it is seen as "administrative" in meaning; while to the person responsible for instruction, the meaning tends to relate more to the "teaching-learning" process. A major challenge that we still face is clarity of definition. Clearing away the semantic jungle of educational jargon is a primary requisite to communicating in clear, functional terms. Only when we break the "language barrier" that surrounds the arena of nontraditional education will we be able to communicate effectively within the academic community and with the state and federal government, accrediting agencies, and potential consumers of these programs.

Although it cannot adequately be presented in these proceedings, a significant part of the symposium was presented in the booths and exhibits displayed during the meeting. Almost every public institution of higher education in the state prepared a booth and distributed information on nontraditional programs which they were conducting. Those who prepared these exhibits are to be congratulated for the excellent work that was done. The staff of the Learning Resources Center are also to be commended for a job well done in hosting this meeting and providing for the needs of the participants.

This symposium was the first statewide meeting focusing on nontraditional education; but, according to responses received, it should not be the last. The presentations made represent only a small part of the response which institutions of higher education are making to change educational demands throughout the state. Inherent in our continuing response must be adequate safeguards to academic processes, wise use of scarce resources, equitable distribution of educational opportunities, and adherence to the broad social concerns of public policy. The challenge of higher education in the future will be to extend into new markets while serving well those already established, to become less rigid in structure without lessening academic strigency, to reshape options without losing sight of objectives.

WORKSHOP PLANNING COMMITTEE

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Dr. Melvin Scarlett
Middle Tennessee State University

Dr. Herman Spivey
The University of Tennessee

Dr. O. C. Stewart
Tennessee Technological University

Dr. Harry Wagner
Motlow State Community College

Dr. Charles Weaver
The University of Tennessee

SCHEDULE
NONTRADITIONAL LEARNING
CONFERENCE

Wednesday October 29, 1975

9:00 a.m.-1:00 p.m.
Registration, Lobby of Learning Resource Center
Visit booths and displays

1:00 p.m.-2:00 p.m.
Opening General Session, Auditorium, LRC
Presiding Dr Coy Hollis
Introduction Dr. Larry McGehee
Comments Dr Edward Boling
Comments Dr. Roy Nicks

2:00 p.m.-3:00 p.m. SESSION 1, Auditorium, LRC
Moderator Dr. John Mallette

ADULT AND CONTINUING EDUCATION RESOURCE CENTER, Dr. William Brotherton / The purpose is educational brokerage, its unique feature is flexibility. Offering pre-admission and re-entry programs, information on educational opportunities, and career seminars in cooperation with the business community

CAREERS IN THE CUMBERLAND, Dr. O.C. Stewart / Noncredit programs conducted by several academic units of the university to inform local young people, civic, educational and business leaders of career opportunities in the Cumberland.

3:00 p.m.-3:30 p.m. COFFEE BREAK

3:30 p.m.-4:30 p.m. SESSION 2, Auditorium, LRC
Moderator. Dr Jack Campbell

HUMANITIES AND THE RURAL COMMUNITY, Dr Charles Ogilvie / A cooperative effort of university humanists and community groups to open lines of communication within communities, reduce animosities and maintain the distinctive features of the local culture.

STUDENT MANAGEMENT CONSULTING, Dr Martin King and Dr Gayle Riggs / Offered exclusively at night, this program is tailored to the needs and competencies of working adults. Partial credit is earned in practical problem-solving activities in the local community.

4:30 p.m.-5:30 p.m. VISIT BOOTHS AND DISPLAYS

6:30 p.m.-8:30 p.m.
BANQUET - Tennessee Room, Student Union Building
Presiding Dr Jerry McGee
Welcome Dr. Melvin Scarlett
Speaker. Dr G. Wayne Brown
"Non-traditional Education: Real Learning or No Learning"

THURSDAY, OCTOBER 30, 1975

8:00 a.m.-9:00 a.m. Late Registration, Lobby, LRC
Coffee and Doughnuts
Visit booths and displays

9:00 a.m.-10:00 a.m. SESSION 3, Auditorium, LRC
Moderator Dr. Harry Wagner

CHALLENGE FOR CREDITS, Dr. Walter Nelms / Students may demonstrate in a variety of ways that they have mastered the content of specific courses. A successful challenge gains for the course

INDIVIDUALIZED EDUCATION PROGRAM, Dr. Jean Groetzinger / In keeping with criteria established by an appointed faculty evaluation committee, students over twenty-one years of age may receive college credit for non-classroom learning experiences.

10:00 a.m.-10:30 a.m. COFFEE BREAK

10:30 a.m.-11:30 a.m. SESSION 4, Auditorium, LRC
Moderator Dr. T. Earle Bowen

OPERATING ENGINEERING APPRENTICESHIP / ASSOCIATE DEGREE PROGRAM, Mr. Carroll Marsalis / This program meets the apprenticeship training requirements of both the T.V.A. and an international union. The course work meets requirements for an associate degree in operating engineering

UNIVERSITY YEAR FOR ACTION, Dr Levi Jones / A full year of experimental learning by working with social and civic agencies. The student meets no regularly scheduled classes but gains academic credit by doing independent study, research, and reports

11:30 a.m.-12:30 p.m. SESSION 5, Auditorium, LRC
Moderator Dr. Jess Parrish

AUDIO-TUTORIAL MATH, Dr. Irene Millsaps / A self-paced class meeting six hours per week in a learning laboratory. The program utilizes lectures on cassettes co-ordinated with programmed texts.

COLLEGE OF LIBERAL ARTS INDIVIDUALIZED PROGRAM, Dr Harry Jacobson / Designed to correlate student career interest with academic disciplines, this program provides an opportunity to structure a concentration of coursework not available in existing majors.

12:30 p.m.-2:00 p.m. LUNCHEON, T.V. Studio, LRC
Presiding Dr. Jack Carlton
Introduction Dr. Charles Weaver
Speaker Dr. Herman Spivey
"Critique:
Non-traditional Programs"

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PRESIDING: Dr. Coy Hollis, Director of Continuing Education
University of Tennessee at Martin

INTRODUCTION: Dr. Larry McGehee, Chancellor
University of Tennessee at Martin

COMMENTS

Dr. Edward Boling, Chancellor
University of Tennessee

The reason Larry tried to tell you a few stories as he was introducing us is that he found we had an hour and that my talk was about three minutes and Roy's was four. As a matter of fact we were told by Charlie Weaver when we came that Roy and I were not to act like we know anything about this, just show support. At UT Knoxville, they used to tell stories too before last Saturday. Never about North Texas State, but one of the stories they always told had to do with Auburn players. You know we finally beat Auburn this year so we don't tell many stories anymore, but the nature of the story was something like this: It seems that an Auburn athlete was so good that he got into the Olympics and sure enough, he won a gold medal. He brought it back to Auburn and everybody thought it was great and he just thought so much of it that he took it out and had it bronzed! This same player, later on, you may have heard this and if you have it indicates that it has to be a true story, the player, his parents moved from South Alabama to Miami. He stayed there the rest of his ten years, that's what it took for graduation, and when he got in the car to drive to Miami, he got on the interstate and looked up and the first sign said CLEAN RESTROOMS AHEAD. He cleaned 423 before he got to Miami. Actually, though, when we talked to Coy about this, about having very short speeches, he seemed to be pleased, so I sort of feel that this conference is going to be what you make it. I hope it's very good and that reminds me of another story, you may have heard this one also. It has to do with three professional men who happen to be in the main offices of this big corporation. The corporate president was reaching retirement time and he decided that he would not use a search committee to get his replacement, but instead he would use a kind of plan that he had figured out. It went something like this: He was going to devise one question, a very simple question, and he was going to call them in and see what their answer to it was. He was going to select the man who would take over on the basis of the answer that he received. He had screened the people down to three. The first man he called in was an accountant, and he said, "Now I want to ask you this very simple question; what is two and two?" The accountant squared his shoulder and leaned back and he said, "There is no question, absolutely no question. Two and two are four." "Well," the president said, "that's very decisive. Thank you." The next man that he called up was a statistician and he asked him, "What is two and two?" The statistician looked around, hesitated a minute and said, "Well, you haven't told me whether that two is a discrete number or a rounded number. As a matter of fact, you just haven't given me a good data base at all. But I would say it's around four." "Well that's very thoughtful, thank you." And so the next man was a lawyer. The president asked him, "What is two and two?" The lawyer looked around and slipped up to his ear and said, "What do you want it to be, boss?" I think Coy is going to pretty much let you run this conference the way you want it, if he's given you the freedom he's given Roy and me.

The scheduling of this symposium of nontraditional learning certainly came as no surpise to me, because this is something that's been going on in this state a long time, but the fact that it's the first statewide meeting ever planned in Tennessee is indeed surprising. During the past decade or two and particularly in recent years public colleges and universities of our state have taken tangible and what I believe to be significant steps to meet the educational demands of population groups who cannot pursue a higher education in traditional modes designed for college age youth just out of high school. In other words, the development of nontraditional concepts to serve these other population groups has long been a recognized commitment of our public institutions. But, perhaps we in the higher education profession have not given sufficient attention to this responsibility. As you know the focus on nontraditional learning became more pronounced after the tide of college enrollment increases began to subside after the latter part of the 1960s. More attention could then be given to other constituents besides the flow of college age youths. At that time it also became a widely accepted truism that the future not only of higher education, but also of the entire population would be vitally affected by the response of colleges and universities to educational needs that could not be filled in the traditional manner.

At the University of Tennessee, there have been a number of developments which brightly reflect the institutions interest in and attention to nontraditional learning. Just one is the growth of the University of Tennessee's Nashville campus under the leadership of

Chancellor Roy Nicks, which in itself is a nontraditional type of institution offering evening degree credit courses catering to the needs of employed adults. And also offering daytime non-credit courses in institutes to serve special occupational and professional groups. Another prominent development is the recognition of Continuing Education through which many nontraditional programs flow as a full partner in the administration and operation of the University. Now this was done by giving its chief administrator in this case, Chairman Charlie Weaver, Vice Presidential status and by establishing a University wide Continuing Education organization which encompasses everyone of the institutions five campuses. However, while institutional commitments and tables of organization are important we must recognize that our success in developing the nontraditional is basically dependent upon the attitudes and efforts of our academic personnel. Faculty members must be willing to move readily from traditional campus classroom research laboratory settings into all kinds of off-campus arrangements where they can deliver their expertise to those who need it. Some academicians may not look upon these new concepts as innovative opportunities for greater service to greater numbers of people but there may come a day in the near future when these become part of the job description of faculty members. In any event, we in higher education should be exploring and promoting this matter and making our own plans instead of dragging our feet and letting others make plans for us. This puts a particular burden, I believe, upon our academic leadership and the deans, the department heads, and the senior professors. They must meet the challenges with boldness and resolution while, at the same time, preserving the institutions academic quality and integrity. That may be asking a lot but it's a part of what I believe we must do. This can and will be done with the talent inherent in the faculty serving in higher education in this country and in this state. The University of Tennessee is delighted to join the Tennessee Higher Education Commission and the State University and Community College System in sponsoring this symposium. We hope that it is only the first of many that will be held on the subject of nontraditional learning in the state of Tennessee.

Thank you.

COMMENTS

Dr. Roy Nicks, Chancellor
State Board of Regents

We will be getting, as I understand it, some explanation about the facility here by Dr. Gunselman, but I guess I really should welcome you. We are pleased to be co-sponsoring this symposium with the University of Tennessee and the Tennessee Higher Education Commission. Having had the opportunity to work on several campuses in the last few years, in particular, at Memphis State and UT Nashville, I have been exposed to a lot of what is called nontraditional education and feel that it is a good part of the future for us in higher education, certainly not the total future. I guess one of the things that pleases me about the symposium and the people that are here today is that I have seen a good many academic deans, a good many deans of arts & sciences or liberal arts. That pleases me because some of these people, and rightly so, have been hard to convince that perhaps this is a movement of the future in higher education. I think some of these people may need their perspective changed somewhat. It is possible to change people's perspective about their point of view. There is a story about a very prominent businessman that had a mistress. And he always took this mistress out to lunch. And one day he was having lunch at a very exclusive restaurant and his wife came in and saw him at the table with his mistress. The wife didn't say anything to him and he didn't say anything to her. That evening he arrived at home and she met him at the front door and she said, "I guess you know that I am going to leave you immediately. After 20 years of what I thought was a good marriage, two fine children, a lot of fine material things, I am leaving you and that's final." And he said, "You know I really wish you would think about this, and let's talk about it, just let's not make it this final." So she said, "Well I might think about it." The next day she called him at the office and said, "You know I have been thinking about this and I guess we really shouldn't end it like this but you are going to have to take me to lunch." And he said, "Well come on down to the office and we'll go to lunch today." And so she went down and they went out to lunch and while they were having lunch she looked across the restaurant and saw their next door neighbor, John. And John was with some good looking woman, and she said, "What's John doing over there?" He said, "Well, you're knowledgeable about these kinds of things. That's John's mistress." She looked again and she began to laugh, and she laughed, and she laughed. He said, "What in the world are you laughing about?" She said, "You know, ours is better looking than theirs." So perspective can change, points of view can change about a situation.

One notion that I would like to briefly offer is a preface to this meeting which I think is important. That we hear the presentation, that we go back to our campuses hopefully, to implement some things that we may learn in the area of evaluation of faculty and the rewards of faculty that go with nontraditional education. Nontraditional learning and all that it encompasses is an exciting venture for higher education. It is an arena for instructional initiative and imagination. It is an avenue for the delivery of expertise. It is a variable form of penetrating the external environment. It is clearly a form of implementing institutional purpose ultimately. It is a means of service. If we can become enthusiastic about such activities, and encourage the development of nontraditional education, we then need to foster support in ways that support faculty interest and maintain a high level of incentive. One aspect of this kind of support, I feel, addresses itself to both these ends and necessarily recognizes faculty activity in this area as the element of faculty evaluation and reward in nontraditional programs. What I would propose would be the incorporation of nontraditional activities as a component of participating faculty's performance functions. Such a factor in evaluation constitutes a form of support which distinguishes this vital service being provided, which promotes efforts in this relatively new direction and which attaches a firm element of credibility to nontraditional activities. I feel that this is a manner of recognition that provides the means for deserved faculty credit. The question of the relative weight of this factor in total evaluation is one which of course will have to be addressed on individual division, department, college and institutional levels. But as a service function the framework, which inclusion has already been established in many cases, in practice most faculty evaluation criteria are grouped in the functional areas of teaching, research, and service. In conventional instances, major emphasis is clearly on teaching and this is as it should be as a traditional classroom. Teaching is the prime educational activity of our colleges. However, so that the nontraditional activities or faculty who are willing to deliver them receive their due recognition and compensation, the service function must be recognized. Participation in these departures from the traditional, merits the application of criteria for evaluation.

As we continue with the program of this symposium, I would hope that our evaluations of what we see and hear are twofold: that we judge the services provided in an educational program sense, and that we recognize the faculty instructional efforts involved. As the ideas and concepts of the nontraditional programs are carried to the institutional setting and are worked on and developed, I would hope that thought would be given toward the conclusion of such activities in a faculty evaluation criteria in the reward system. The two areas must compliment one another. They must develop together. In dealing with nontraditional activities, what we are looking at are means of service. What we are seeing are contributions to the achievement of institutional purpose. It is only proper that these contributions be recognized and credited from a total evaluation perspective. You have my best wishes, for a successful symposium.

Thank you.

ADULT AND CONTINUING EDUCATION RESOURCE CENTER

Dr. William Brotherton
Memphis State University

You can take a look at your program and get a very good description of what the ACERC is and what we are going to present to you this afternoon. But we might do it just a little bit differently. At least we want to throw open the opportunity to ask some questions about it. So with tongue in cheek we deal here with a very serious and basic assumption which I pose as a question to you. QUESTION: "As professional educators do we seriously believe that the product with which we deal, which is an educational opportunity, can really make a difference and that such opportunity should be made available to the broadest possible public which can benefit from it." If there is any heart to the philosophy of continuing education, I think that would be what I would choose. Now you have got to be creative to a period of high drama here today. Our script for this presentation was written by an internationally known playwright. We expect it to be nominated for an academy award at any time, and the security of the manuscript has been assured by the accounting firm of Price Waterhouse. It was removed from their vault this morning, which was probably our first mistake. The theme of this event is nontraditional programs, and in the language of the statistician referred to by Dr. Boling a few moments ago, this could mean deviation from the norm. So in keeping with the theme we now show you our "skewed up" version of a nontraditional program. The enigmatic title of our presentation is only one of many possible titles. This theatrical gem could have been, "Would Either of Brigham Young's Wives Have Enrolled in an

Evening Class if Harvard Had Established an Extension Center in Salt Lake City Last Century?" or another title, "In Case of Emergency, Please Break the Glass of the Admissions Office?" In 1939, Chester Bernard and his famous book, The Functions of an Executive, gives one of the best known definitions of an organization, "an organization is a group of people who can communicate with each other and are willing to work together for a common goal." Now your institution is an organization. In 1953 Burton Clark, the sociologist, coined the phrase, "marginality of adult education." Simply, this means that adults in continuing education are on the periphery of an adult's lifestyle. Marginality may not be as true in 1975, as it was in 1953, but we must remember that continuing education is still not the number one priority in the working adults life. In 1963, Blow and Scott, in one of their books, made this statement, "An organization can develop characteristics that are independent of its members." At face value that statement is ridiculous. How can the sum be crazier than the parts? Well, how can a group of people develop characteristics that none of them possess as individuals? But I ask you to think about your college or your university. Is it organized around the full time day student? Ask any one of your employees and he'll agree that adults are important. But let an adult try to sign for one night class and he gets folded, spindled, and mutilated in a system that is designed primarily for the full time student. Your organization has developed characteristics that are independent of all its members. Now then, if we put these characteristics together, take these three statements: 1) organization, 2) marginality, 3) characteristics, and you have the conceptual framework of an adult in a continuing education research center. The canons of acceptable concept construction may not allow conflicting statements in a framework, but please grant me some poetic license. There you have it, within the traditional squares of organizational charts a new form for the adult continuing education resource center has been born. Now if we had our chalk board we could play lots of little word games with the abbreviation for our little function called the ACERC. Now remember that, ACERC. ACRC which could be a large charge from the soda water, or ACE-RC which could be a card game and a soft drink or RA-CARC which sounds like a breath mint. Excuse me a minute, I believe I have a phone call. "Continuing Education, Bill Brotherton. Yes, this is the place. You will have to come in and talk to one of our advisors. We can set up an appointment for you at night. These advisors can do an informal evaluation of your previous college work and make some suggestions about what you might do in the future." Okay, now that call demonstrated three things about ACERC: 1) It is one single source of information for the part-time adult student; 2) It is a telephone call center; 3) it provides educational guidance for the part-time student. Now let's see if we can get the rest of our visuals together here. After that business of the place, part of this is a plug for the Association for Continuing Higher Education. You might also try that one on for an acronym. This next week ACHE will hold its national meeting in Salt Lake City. This is the place that Young led his dedicated followers across the country into a place where there were no roads, through mountain passes, hostile indians, and barren deserts. Finally, he came to a spot in the Mountains, he looked down into the great Salt Valley and said, "This is the place."

An adult continuing education resource center can be "the place" on your campus. The place for the part-time adult student. The place for information about all parts of the public service and continuing education programs. The place for receiving ideas from faculty members for new programs.

Now suppose a faculty member is at a party and someone mentions a course in restaurant management. If your campus is like mine, the faculty member may refer him to the management department, to home economics, to food service, and no telling where else. But if the information about the ACERC is properly circulated, it can be the place for many, many programs ideas. These programs are to help people get back into college, or to start if they never have been. The remainder of the functions of the center, I think would be of interest to you, as a result of efforts and cooperation of our alumni placement office, which has a staff of career counselors, we can now provide for part-time adult students who are interested in a mid-career change. We can provide counseling for this particular type of person on new careers. We have also in our fine city, two sister institutions, tax assisted institutions--Shelby State and State Technical Institute. We have a fine adult education program in our Memphis City School System, along with our private institutions Southwestern and Lemoyne Owen. Now it is our intention that the ACERC will keep an adequate supply of literature of programs available to the adult student anywhere in the city of Memphis. We have another thing that we call missionary visits, that is being experimented with around the country now. I think there are three privately funded experimental programs going on. Two in the east and one in the northwest, which is simply called educational brokerage. That is the idea of an institution taking some of the services that normally have been restricted to the campus, out to the people. Suppose we have a call from a person who wants to get more information about how he or she could become re-engaged in an educational activity. It is impossible or very inconvenient for this person to actually come to the campus to get this information. The ACERC will now provide, what we call, missionary visits, and sends them to a church, a community center, where people could gather together for this information and provide for them the kind of information that they need and possibly just a little bit of encouragement. That is not really as difficult as it might seem. Now some of these functions and ACERC are presently working and the rest of them are in the planning stages. We see no obstacles in our way. Let's talk a minute about those people who are used to staff ACERC. At Memphis State we have two full-time people, Ted Webber plus his secretary. We also borrow staff from other segments of the university at peak periods. Some of this borrowing is done within the area of public service and continuing education staff, and it costs us nothing. Some of the borrowing is done from without public service and continuing education functions and we do, on occasion, pay overload for this particularly for evening missionary visit type of activities. The telephone call center quite obviously goes wild after our publicity appears.

On the past August 18, our marketing campaign publicity hit the streets and airways and in the two weeks that followed, our call center received 1625 calls. The majority of these calls were purely for informational purposes and approximately 1/3 of them resulted in requests for application forms and other university literature. During this brief explanation of the ACERC you have probably been saying, "What's so new about that operation?" We have all of these services at my institution, and I am sure that you do too, but have they been so constructed that the frightened and sometimes confused adult who wishes to achieve a very short range goal of admission or re-admission can get into the university with less pain and frustration than the process that he frequently encounters now. Innovation is the introduction of new resources or the dramatic rearrangement of present resources. The minor rearrangement of present resources, with some cooperation can result in an adult continuing education resource center at your institution. And after your adult part-time student has wandered in the treacherous mountains of admissions, fought off the hostile indians of registration, been buried in a sandstorm of forms and lost for two days trying to find his advisor, you can gently take him by the hand, point him to the ACERC and say, "This is the place."

CAREERS IN THE CUMBERLAND

Dr. O. C. Stewart
Tennessee Technological University

We are certainly happy to be among those selected to make an oral presentation pertaining to nontraditional education in the state of Tennessee and especially in nontraditional programs sponsored by Tennessee Tech dealing with Careers in the Cumberland. The presentations this afternoon will be made by people who are representatives of various departments of Tennessee Tech. The topics include: teacher education, programs for trainees, crafts for the crafty, and art for the amateur artist. We are especially happy to be a part of this statewide meeting designed to acquaint us with innovative options already available. In the nontraditional programs, which are the ones we will describe, we have been able to pinpoint some students who have been reached to a greater degree than ever before. The psychologist, Jerome Bruner, once said, "Lifelong learning may be the one activity that sets people apart as a species." Dr. Bruner further stated, "The good teacher will stimulate students to train themselves in skills with meaningful activities beyond their academic formal preparations."

I would like to present my co-workers and colleagues on stage at this time: Dr. R. Q. Fletcher, Associate Professor, Department of Secondary Education, will discuss outdoor education and the plan of approach to training the trainer in several weekends at Tech on Center Hill Lake. Miss Chris Koczwara, Assistant Professor will discuss careers for artists and teaching of creative painting to non-college students. Included in this group are members of the Senior Citizens Club in Cookeville. Miss Koczwara is a distinguished member of the Elementary Education Department faculty and also a professional artist of reknown, fast-gaining national recognition with the Marine Corps., not as a marine, but as an artist. Public school educator, Randall Standerfer, will discuss careers for the paraprofessional. The COP program was designed as a partnership of school, university, and community, with the objective of attracting capable persons to a career in teaching by following a carefully structured sequential program leading to academic preparation for a career in teaching. Mr. Standerfer is a part-time instructor at Tennessee Tech and is a field coordinator for credit courses in Sequatchie Valley. The last person is Mr. John Maxwell of the Upper Cumberland Craft Center in Cookeville located on the Hilhelm Road in Cookeville. Mr. Maxwell is a distinguished member of the TTU faculty, he teaches non-credit courses and nontraditional classes at Tennessee Tech. Mr. Maxwell is a manufacturer of the nationally famous dulcimer. I'm happy to present these four people to you in the order introduced: Dr. Fletcher, Miss Koczwara, Mr. Standerfer and last, Mr. Maxwell.

Dr. R. Q. Fletcher
Associate Professor, Tennessee Tech

I am pleased to come here today and talk to you about something which I have been involved with almost one year and been thinking about two or three years. I thoroughly am enjoying my work which is associated with our Aqua-Tech facility, located on Center Hill Lake. A lot of people think I go out there for other reasons than to work.

We have, as a result of the corp of engineers agreement, some 550 acres located on Center Hill Reservoir which was given to Tennessee Tech for their use as long as we come up with what is called "innovative alternatives" to our regular academic program. This facility has been developed to a great extent primarily as a consortium of biology departments throughout the state and region and they have had, I believe, now, some five successful summer programs at Aqua-Tech. The facilities, though used on a part-time and continuous basis during the year are essentially laying there without a great deal of utilization during the academic year. It is our hope that the development of an environmental outdoor education center will serve the region allowing elementary and secondary students to come in for, maybe a whole week and possibly a weekend, so that they might get an experience which would not be common to their normal classroom studies.

Our initial planning for the Aqua-Tech project began, as I indicated, about a year ago when we grouped together a number of people out of the various departments in the College of Arts & Sciences, particularly the Biology Department, the Earth Science Departments, and from the Department of Secondary Education. We met with a group of teachers, some 15 or 20, out of the region and at that time decided that we would all band together to develop a center. So starting with the winter quarter last year, we developed the curriculum guide which is on display and available to you. This particular curriculum guide we hope will be just a beginning of outlining a curriculum for that particular facility. We have already had as of this date, 10 or 15 groups who have come out and actually used the facility. It is being used both on an evening and weekend basis as well as being used on a daytime basis. It seems that the most popular usage at this time has been for school groups to come in bus loads, go out and do work, and then leave in the afternoon in time to go home without having to spend the evening. The additional thing which we have done this year that seems to be working very well has been to include some of our pre-student teacher candidates in what we call a paraprofessional experience by bringing them out to Aqua-Tech and having them meet the teachers from the region who use the facility. We give each of the candidates some kind of an inservice program and then when the teachers bring their students out, we bring our pre-student teaching candidates out and they assist in small group sessions.

The facilities, I think, are quite interesting, and one thing we have out there is a deer stand. This bothered one fourth grader who asked the question, "How do the deer get up on it?" So I am learning a tremendous amount about the way fourth graders and sixth graders think. Twelve month utilization of the Aqua-Tech facility will hopefully begin in full swing in the fall of 1976 when we are anticipating that we can open it up and schedule it on a regular basis so students can come out with their teachers for either a full week or weekend session. Possibly, the full week operation will be more for the upper elementary grades and the weekend sessions for the junior and senior high school grades. We are hoping after we once get it rolling that it will be somewhat of a pay as you go type operation that will pay for itself. Right at this point in time we need to get started with it and our biggest problem during the first initial year or two is trying to get it off the ground.

We've learned a lot from some of our fellow workers in this area in the state. The Tremont facility and the Land Between the Lakes people have taught us a tremendous amount. One of the things that we did in our workshop sessions was to go visit them. We have utilized many of the fine ideas which were passed on to us. We hope in the future that we can do one additional thing and that is to build a facilities which will be pertinent to this type of operation which can house some 60 or 80 people including a cafeteria. We would also like to build an information center and possibly put this on Highway 56 where all of the people who come into the Center Hill community can come by and visit the center. We would like for our museum and library to serve our center and the general public. We will of course be needing additional funds for this type of information service. We have an area right on top of one of the highest peaks where they bulldozed it off and we feel this would be an ideal place to set up an observatory to add to our astronomy program and also to blend in astronomical observation into our program. Another thing which we might be interested in having would be a planetarium, which by the way, we do not have any of these existing. I believe there are some in Nashville and possibly there is one being built now in Alcoa but I don't know how many of them exist in the whole 180 mile stretch between those two cities. This, I think, would certainly be an additional factor. We hope to have full-time employees to help us with this and plan to use some graduate assistants to develop a full program in environmental education as part of the operation. We hope that this particular opportunity interests thousands of students toward career opportunities related to the out-of-doors and also that direct confrontation in the many issues relating to our environment and the survival of man will become possible through this type of operation. Thank you.

Miss Chris Koczwara
Assistant Professor, Tennessee Tech

Good afternoon. I'd like to say a little bit about art in the Cumberland. Most people have untapped artistic abilities which, if given an opportunity to develop, give them a more fulfilled life. One way to achieve their interest is to show through demonstrations and other means, the possibilities available to them in order to pursue their interest through a selected media. The fact is that these media need to be shown to them so that we as educators can instill this urge to try. And once they have tried, they may find the abilities of which they were previously unaware. The professional must have the facilities to demonstrate what can be achieved. To ignite the artistic spark that lies within each person is more than a reward in itself. I would like at this time to show you two examples which I brought from my classes at Tennessee Tech of students who are taking the Introduction to Painting classes.

Mr. Randall Standerfer
Instructor, Tennessee Tech

The career opportunity program, I suspect that I'll deal with this in a manner of raising questions and answering them. What is the career opportunity program? It is the national priority activity funded under the EPDA of 1967. It was to be directed entirely to the educational needs of persons who are from low income families. Its objective is to attract capable persons to careers in education in a way that will improve educational and employment opportunities and establish career education in schools so that productive careers can be followed by participants in this program. The ECOP program must be seen as a partnership of the school, the college, the University, the community and the State Department of Education. Within this framework each party must be involved in each segment of the program from beginning to its final evaluation. The aim of the program is to involve 130 projects ranging in size from 20 to 240 participants. In this we would use aides or paraprofessionals in the training program to enable the children to learn more effectively. It is the responsibility of COP to serve as a catalyst and a vehicle to bring into the schools persons who are considered high risks for colleges. Just who are high risk people? They are persons who by reason of academic record, family background, and social history, have never found the opportunity for constructive growth or self-realization. The question may arise, must they be members of the community? Really, no, not for this program. However, we feel that by coming directly from the community and thereby closing the high school gap residents of the area schools should be better able to help the children.

Is there a COP council? Yes, there is. It serves as the Board of the Directors elected from the broad spectrum of the community. Its function is to advise the director and to corroborate on every phase of the project development, implementation, and evaluation.

What were our objectives? We enabled 26 paraprofessionals to advance with college training, to upgrade themselves professionally, and to enable teacher aides to work more effectively with people and to develop a classroom environment through team teaching.

What were the objectives of the university? First, it was to aid in the development of differentiated staffing within our system. Second, it was also to alter the traditional sequence of college courses for these future teachers. An example of this was teaching audio visual aids, a 400 level course, to these paraprofessionals their very first quarter. The reason was that these aides would be using these audio visual aids as they went into the classroom that fall. Third, participants would receive credit for their on-the-job experiences in lieu of some of their courses. Fourth, special orientation counseling, and tutorial services would be provided to high risk COP participants. I feel very strongly that is an important factor in eliminating our drop-outs from the program. Fifth, the supervising teachers and principals did undergo inservice training with teacher aides and do meet with the participants regularly during the academic year to discuss professional growth. Other activities: This may be the most important, I'm not sure, during the summers of 1974-1975 the chairman of each of the departments of education at Tennessee Technological University along with the superintendents of five counties, administrative staff, principals, teachers, past COP participants, and graduates from the program met for three days to discuss ways of improving the teacher training program at the local and university level. We believe that we can make available a resumé of each of these conferences if you will request them. The example might be that in one project we have touched 39 people. Sixteen of them have already completed the Bachelors degree, five more will complete their degree this summer. A chart of comparative quality point averages of these high risk people as compared to the regular college student is available at the desk up front.

To what do I atrribute the success of this project? First, the willingness of the university to make concessions and adjustments. Second, I would say that the enthusiastic attitude of the Division of Extended Services to provide classes within our local system. Instead of transporting these people to campus the instructor came to us. In two countings the percentage of permit teachers have been reduced during this project by over 20%. At the same time in one system the number of BA or BS certified teachers have grown from 10 to 31 out of a possible 60 instructors. I believe much of this growth can be attributed to the classes and services offered at the local level. May I close with a heartfelt plea? From this conference and from this project I believe this to be so and may we here this day be resolved to work in harmony at the local level with the institutions of higher learning and may the colleges and universities resolve to take the leadership at the local level into their confidence and work together to provide better teachers who in turn will provide more relevent experiences for our children.

Mr. John Maxwell
Upper Cumberland Craft Center
Tennessee Tech Faculty Member

I am possibly a bit different from anyone else on the program today. I am not involved full time in education. I'm in the field, I own my own business and I work part-time with the University in doing what I can to impart some of the knowledge that I have gained over the years to those that are interested. It has been mentioned, I own and operate what I call a Mountain Woodcraft Shop. At present, I have in my employ ten full time people and we're involved in producing some 200 different items in handmade wood products, commonly called Mountain Woodcraft. One of them is the Mountain Dulcimer. I have been involved at the present location in a woodshop for over 21 years. I began because I wanted to. I don't have much education myself, but I had to support my family and that's what I really wanted to do, so I opened a shop. We started a very slow growth procedure that has continued. Each year we have been in business has been better than the previous year. Growth has been very slow but it has been consistent. In the very beginning of our shop we did anything that would bring in a dollar. We refinished wooden furniture, made custom-made kitchen cabinets, door fixtures, and what-have-you for the fee. As our reputation began to grow, and we had slack times, we began to produce what we call mountain woodcrafts and some solid wood furniture. Our reputation continued to grow as a craftsman and eventually we had to stop doing any custom work whatsoever. We are now producing some 400 dulcimers each year along with several other wooden items. We have customers wholesale and retail throughout the nation, but the people that work with me I think are whom you would be interested in knowing more about and the way that we select these people and the way that they are trained to do the work we do. Of the ten people including myself, no one has been to school formally further than high school. Half of them or less have been no further through school than the 8th grade. I have one employee who cannot sign his name on the products he makes, but he's a good craftsman. He's an honest person and wants to work and support his family and we are affording him and the others that opportunity. So when we need an employee we don't look for scholastic ability, necessarily, but we ask questions such as, what have you done before; what are your interests; have you worked in wood; how much patience do you have; and their answers to these give us some information on that person. And from the very beginning we instill in them the desire to be appreciated in their field. We have this past year printed 2,000 catalogs of the products we produce plus 50,000 brochures just advertising our shop. It's a small flyer, but the catalog and the flyer has each person who is employed in the shop pictured in there doing his thing, so to speak, in our craft shop. And along with their picture is this statement, "If an item can be autographed that's produced in our shop you'll find one of these people's autograph on it." Thereby instilling in them the desire to produce something appreciated by somebody somewhere. And it is very rewarding for a person of a lowly position as they are, to be approached by someone that is very prominent in society or in the community or wherever, and ask for that person's work because they have seen it. They appreciate it, and they desire it. The things that we have done have made us known and we feel very fortunate. It's a small industry but it is unique in that you won't find many, if any--I know you won't find any in Tennessee on as large a scale as we are. You may not find any in the nation producing as we do with wood, handmade, all of it.

To this day, this year we have had people, from 45 of the fifty states, the District of Columbia, and 10 foreign countries visit our craft shop and sign our guest register. We may have had others, but that many people have entered their names on our visitors register that we have for that purpose. In my business, and in life, I like to think of this philosophy. I made this statement a few times, and it's the way I feel, that a person is born into this world with a responsibility of being in it and living fair with his fellow man. But a man has the responsibility of doing something of course with his hands or whatever that is honest or honorable inside of all man's support not only of himself but a wife, if he has one, and anyone else that he might be responsible for including children and other people, parents eventually, possibly. But a person that is fortunate enough to be able to do the things that he wants to do and enjoys doing it and can make a living at it is doubly rewarded in that he will be paid not only with the necessities of life but with the gratitude of the community. Thank you.

(Plays turkey in the straw on the dulcimer)

DR. O. C. STEWART
Tennessee Technological University

We do plan to have a demonstration at 3:00 on the dulcimer and on painting. We invite you to that and then another one at 4:30 this afternoon and if you would like to have a copy of any of the talks that have been given we have copies of them down at the Tennessee Tech display booth. Thank you.

HUMANITIES AND THE RURAL COMMUNITY

Dr. Charles Ogilvie
The University of Tennessee at Martin

Can a University educate non-students, in non-credit classes that meet in strange places, or do not meet at all; where there are no rolls to call or to be acted out; where the students are usually older than the professors and habitually know more about the subject; where the plan is to have no plan so that anything can happen? That sounds, to me, like some liberal educators' dream--about to become a nightmare. But it was done, successfully, at the University of Tennessee at Martin.

Admittedly, the purpose and the budget were unorthodox. The teachers and the students were unusual. We set out, not to issue ideas but to alter attitudes of students and of teachers. To change the attitudes of students and of teachers. To change the attitudes of rural Northwest Tennesseans toward educated outsiders is hard. To change the attitudes of educated outsiders toward rural Northwest Tennesseans is almost impossible. But we tried.

No great revolutions occurred. No love feasts, but no fist-fights. Positive results did emerge. Not always what we expected, but frequently better. This report will attempt to show what was attempted, how we proceeded, and how we came out.

In the beginning, to me and to many other faculty members, the community seemed to be unusually hostile to intellectual things--to culture. I thought this was proof of a failure to emerge from backwoods ignorance. But my studies of local cultural history proved that this would not stand. The local society before 1925 supported frequent performances of Shakesperian drama, financed privately a local zoo, maintained orchestra and opera seasons, and several bands (one with twenty-eight saxophones). It had several regularly meeting literary societies which were well attended, which studied deeply, and which kept up with recent progressive literature. I know, from experience, that attempts to revive such projects in the present town were doomed to immediate defeat. How could I, as cultural historian, explain the sudden rejection of culture in the twenties?

Then I remembered that "culture in the twenties" was characterized by South-baiting, a revolt against the village, and anti-fundamentalism. If, to be "in", the cultured Northwest Tennessean must admit to being the leader of a boobocracy in the Desert of the Beaux Arts, it is no surprise that he became either silent or absent. Northwest Tennessee may not have rejected culture so much as have been rejected by it.

It was common to hear a faculty member, in lounge or classroom, ridicule the community with neither humor or affection, and then voice genuine surprise at not being loved by it. It appeared, in spite of academic chauvenism, that in the war between town and gown, my side had been the aggressor and the dirty fighter.

To end the war, I proposed a truce-team of faculty members get together with community persons, find elements of the local culture with worth, and by mutual magnification of such "odd bits" decrease the animosity between them and let the locals over the barrier and into the Twentieth Century. It would even prove acceptable as scholarly endeavor. Hadn't Foxfire been published successfully? Isn't folklore becoming an accepted academic study? Couldn't abnormal psychology be studied in regard to a section?

Fortunately, financial assistance was found through a grant from the National Endowment for the Humanities, which provided money for expenses and some faculty pay for overtime work. Fortunately also, the university found it possible to give some faculty released time and was willing to take the chance as an unproven project.

Several faculty humanists were chosen for adaptable skills and low levels of hostility to the community. They would go into the community and find interested citizens. It didn't matter what they were interested in, at this point--music, history, arts, literature, folklore. The humanist would form groups, help the members pursue the common interest, help them preserve or commemorate the aspect of local culture, and help them communicate with others (formally or informally). This would provide a bridge toward culture and begin the cooperative efforts.

A few instances: Bob Cowser, of the English faculty, was already interested in the regional writers such as Peter Taylor, a prominent living short story writer and native of Trenton, Tennessee, who uses the town as locale frequently. Cowser found a group who was interested and began to work using local and oral history (other words for vintage gossip), literary criticism, and imagination. The group found prototypes of Taylor's subjects in local happenings and village personalities. The talk moved, as we hoped it would, to other characters, tales, events, just as intriguing but not in print. The humanist and his group were surprised by the richness of the local culture.

Cowser's next project took him to the West Tennessee hamlet with the unlikely name of Nankipoo, which had produced two outstanding writers: Roark Bradford and Bell I. Wiley. Both are famous for depicting the plain people of the South, both Black and White. Why two great writers from one very small town in a few short years? Intriguing possibilities emerged. There was the influence on both of backwoods, untutored preachers, mostly Black. Southern religion might be vital, not frozen; imaginative, not bound by literalism. The preachers may have been closer to Uncle Remus than to Elmer Gantry. Bell Wiley, himself, came to the meetings, to the university, and to the "Rivers Weekend."

Harold Conner, of the Dean of Student's Office, worked with the Black community of Martin and found a story (that sounds like a mixture of Uncle Tom's Cabin and Horatio Alger) of the rise and fall of a Black family --- The Martins. He also worked investigating the power of Black Gospel music with the group in the Puryear Mount Zion Baptist Church. If you want to know about the continuing power of that music, that choir is the place to go although it is unknown outside the Black religious community.

Marvin Downing, of the history department, worked on Christmasville with the McKenzie Historical Society. The "little old ladies in tennis shoes" just about ran his legs off.

Ron Satz, also a historian, studied the Jewish contribution with an interested group in the Union City Temple and the Choctaw settlement at Golden with the tribal elders.

Sometimes it was impossible to get a group together, so we just went from person to person; learning and serving as liason between experts on certain subjects. Bob Sugg collected the humorous tales of Reelfoot Lake guides, many of which should be (but probably cannot be) printed. Bob Todd interviewed old singing school masters, the vanishing leaders of the FaSoLa movement so powerful in the development of present popular music, but almost ignored in the historiography of music. I investigated the power of the recently discredited "work ethic" with retired farmers and railroad workers, etc. They proved to me that, for them at least, the dignity of work is not a curse but a blessing. They don't work themselves to death but to health, doing what they like and liking what they do.

These and many other projects were worked, with a group when possible, with single persons when necessary. The only hold we had was the individuals' interest, and they frequently put our advanced seminar students (and us) to shame.

When each project was finished, we tried to take our findings to the larger community. Sometimes we used formal presentations by class members to the community, like the celebration for Wiley and Bradford that filled Hall's First Baptist Church (the largest auditorium in town), or the Martin Black Heritage Day, that filled that city's park. Sometimes we used less formal ways, as the Rivers Workshop, presented in cooperation with the Tennessee Valley Authority (and with their money), to which people from all over the South were brought in to work along side of, and talk to, my working old men, or to sing along with the Mt. Zion Choir (and discuss the impact of the songs on the post-slavery experience), or to read Erwin S. Cobb's literature on the riverbank.

We also produced a group of reports from the interest groups which have been bound together into the River Region Monographs. I hope you will pick up one of these at the UTM booth today or tomorrow.

We also made up a series of audio-visual presentation, and you can see one of these on the Martin Black community, at the booth.

There were several areas of disappointment. We never got beyond speculation on the contribution of the black preacher-orators. The scandalous element of the story of the Black Martin's made writing about it too "touchy" for quick production. The problem of the lack of popularity of Davy Crockett in our district, from which he was elected to Congress and where he lived just before going on to Texas and immortality, is unanswered.

Yet our accomplishments are considerable. We have learned much, and taught some. We have changed some attitudes a little. We know better, now, how to get together with a community. You have to have teachers who love to explore and to lead--they are not easy to find. You need administrations who will let them, and give them a pat on the back occasionally (and may a little more). We didn't run short at UTM. A little outside money is nice, but my experience shows it can usually be found somewhere.

We have become convinced that the River Region has produced a culture as rich, more diverse, and more distinctly American than the more widely recognized Appalachian folk culture.

The only other requisite is a few community members who are interested in something. They are not the majority but they are out there; the easiest to find of all the ingredients.

Can this be done anywhere? I think so. Should it be done elsewhere? Probably. Will others try it? That is for you to decide. Thank you.

STUDENT MANAGEMENT CONSULTING

Dr. Martin King
University of Tennessee at Nashville
&
Dr. Gayle Riggs
University of Tennessee at Nashville

Primarily what we are talking about are two courses that we offer and the experiences that evolve from those two courses. The first course is Interdisciplinary Environmental Systems 5630/5640. Let me talk first about the objectives of the program. In Business Administration, as I am sure is true in other areas, but perhaps more so in this demonstration, our students demand realism and want reality to the greatest extent possible. Of course, I think we are aware of successful experiences in doing this. A part of business school in which they bring cases into the classroom again attempting to bring greater reality. Well, I think we have gone one step further than that. We use the case approach, but more than just the case approach, we bring cases to the student, but we also take the students to the case. This is the fundamental aspect of our program. We take our students out into the real world and introduce them to real world problems of managing a real world business. More specifically the primary objectives of this program are to provide students with an opportunity to tackle basic, practical problems while accepting responsibility for the solution and to apply management concepts to the real world problems in a business or organization. Another objective is to help small business organizations, improve their competitive positions and environment in acceleration change. The third objective is to encourage students to think seriously about the idea of going into business for themselves and provide employment through small business organizations.

In terms of managing the program, there are three fundamental teachers, and I'm going to talk about each one of them. First, in terms of selection of the clients, we are talking about the source of clients for each program. This is not always an easy problem but one very helpful source in terms of getting clients who are willing and able to work with us and with our students is the MAO officer, the Management Assistance Officer, of the small business administration. In addition to that source, our faculty have contact with business firms. They often get calls from businesses seeking help of a nature that isn't provided, and many times they will refer a particular businessman to our program. I think you know for the most part, our students are working full time and may incur problems in their own organization or their colleagues have problems that they refer back to us. Another source is unsolicited calls from businessmen. As our program grows it becomes known widely in the community which I think will become a better or more profitable source of clients to the program. We do get unsolicited calls, both men and women by the way, in terms of the selection of clients. We have certain criteria in mind when selecting clients. I think its kind of obvious we'd like to have a wide spectrum of types of clients representing various types of industries: retailing, wholesaling, manufacturing. For example, we'd like to have a mixture there, but not only in that point of view; another is that we'd like to have various types of problems represented. We'd like to have marketing problems, management problems, personnel problems, and interrelation problems so that the total experience can be a familiarization by the students with many aspects of the problems with a business organization. That's the selection of clients.

The selection of student consultants is difficult. Students demand realism, but realism is also demanded of them. Not that we've contrived to make it difficult for them but here's a situation that is very difficult for them and very demanding of them. We don't have that many students, and when I say this I mean we've handled in the last two or three years perhaps 65, 66 cases. We have handled quite a few, but our students are not running over us with a desire to get involved in this program. One primary reason I think, is that it is so demanding of them in terms of time. But we do have students who are interested, highly motivated and working on these types of problems. We also have problems matching the student to the client. We try, of course, to match the experience and interests, and expertise of the student to the demands of a client situation. Many times instead of individual assignments we go with a team approach, again depending upon an overall problem situation.

In terms of reporting, there are two basic kinds of reports that we require of the students not just for evluuation purposes totally, but really to help the students to help the clients and to help us. One is a proposal. After the student has identified the problem, in other words what he is going to do, and developed the methodology of how he is going to solve what he said the problem was, we then want him to write a proposal. In this he states the problem, sets forth the methodology to solve that problem, and then brings it to class so that all the persons involved can react to the problem definition as to whether or not it seems to be the real problem based upon what we know to be happening in that firm, and whether his methodology will achieve what he wants. This is not a formal contract with the student, but it is in that line. He is telling us what he thinks the problem is and what he is going to do so it really narrows and pinpoints the kind of activity that the student is going to carry out the rest of the quarter. Then at the end of the quarter we want a more formal report in which he specifies various things. This pretty well follows the consultation process itself. At each stage of the process he has collected data on each aspect of the report and therefore it is just a matter of putting this all together. I think again in terms of communicating in writing. If we leave it entirely oral the client himself may say well I thought I told you to do this, or wanted you to do this, or I thought this was a problem and you solved some problem that we haven't even talked about. So when we have things written it helps get rid of those types of problems.

You'll notice that reporting on real work problems follows fundamentally the scientific method. We really found in our experiences and our reading that this is a very successful approach to the solution of business problems as well as other types of problems and so we developed the report around the scientific method itself. One of the things we stress in this is, as you can see, effective communications, and I might just read a little bit of our comment here, "The report must be written in a readable, flowing style. Each section should flow to the subsequent section. Remember that if you state the problem to be solved and the objectives of the study, all efforts have been directed toward the accomplishment of that task. The report should reflect these activities. The conclusions to follow from the analysis and recommendations should only be given if they are supported by the evidence of the study.

BANQUET

PRESIDING: Dr. Jerry C. McGee
Middle Tennessee State University

Welcome to the second general session of our conference. I am reminded of an old Latin greeting, "If you are well, we are well, all is well." We do hope that you are well and that you are having a good conference. If by chance though, you picked up a parking ticket or if you pick up one tomorrow or if you have some other kind of problem where you need some kind of assistance, feel free to contact us and we'll take care of it. Give us a parking ticket, send them to us if you carry them home with you and we'll handle them.

As a reminder, we will have coffee and doughnuts early in the morning from 8:00 a.m. til 9:00 a.m. At 9:00 a.m. we start the second day of the conference. We have at this point about 200 people registered for the conference with another 30 or 40 walk-ins from campus. Students and professors attend some of the sessions. That gives you an idea how large it is and we think this is successful because we were projecting on the basis of about 175, so we are quite a bit above it.

I would like to introduce the speaker for tomorrow at noon, Dr. Herman Spivey. Dr. Spivey would you stand up and let them see you, sir?

Dr. Spivey is going to do the wrap-up and we hope that you will be fortunate enough to hear it. He is going to do a little bit of a "tell it like he sees it" about what we are doing and what we say we are doing. One other reminder before we get into the evening. Remember that all Deans of Continuing Education and Directors of Continuing Education will meet immediately following the meeting tomorrow. We will meet in the auditorium of the LRC and be there an hour or so talking about the status of the state and continuing education.

During the past seven years the Middle Tennessee State University has experienced a great deal of growth in student body and faculty and buildings. In fact we have doubled almost in student body from a little over 6,000 to almost 12,000. Our faculty has jumped from about 320 to over 500. These are the years of our fifth president of this university, my boss and my friend, Dr. M. G. Scarlett. I'd like to have him take over the podium and introduce our speaker.

WELCOME: Dr. Melvin G. Scarlett, President
Middle Tennessee State University

It's a pleasure for me to welcome all of you to the most beautiful campus in Tennessee where the most dynamic institution operates. I'll wait for the boos and cat calls. Anyway, it is a real pleasure for me to welcome all of my colleagues from institutions across the state here for this conference. I'm especially happy to see here a gentleman, whom I knew many years ago. This is Dr. Spivey, who suffered with me as a graduate student in one of his English courses at the University of Florida in the early 1950's. I want to assure he takes no responsibility for the direction my career has gone, however. I'm happy that this conference can be here on the Middle Tennessee State University campus, we're very much interested in finding better ways to provide educational opportunities for young people. I've heard critics of higher education say, on occasion, that higher education, which is in the forefront of the development of knowledge is bringing up the rear in regard to implementation in higher education itself. I think that this conference and the interest I have seen exhibited, the kinds of exhibits we have in the Learning Resources Center and the fine program we have had up to this point belies this criticism of higher education and I wish that what we see evidenced here could be made known throughout the state to help improve the image of higher education which obviously is at a low point in history. I think at this point I'd like to say one or two quick things about nontraditional programs, but possibly something about a nontraditional approach in a traditional educational setting. I'm thinking specifically of the lecture which is traditional in higher education. We have to do something constructive about the lecture here at this institution with our new Learning Resources Center. You may have seen the multimedia classroom which contains the learning response system. It's our feeling that this system can enable us to have large lecture classes for the transmission of information and understanding with guaranteed success. You understand how the learning response system works. An instructor has a console up at the front of the class, and each student in the classroom has a small unit at this student station with five buttons that he can press. The lecturer presents a lecture with maybe three, four, or five major points that he would like to make and after he has made a point he can press a button and flash a question on the screen relative to this point he has just made and another button can put maybe five possible answers to that question up there. The student presses the appropriate button to indicate which answer they choose and the instructor immediately gets a compilation of the student responses so that he knows whether 30% or 50% or 90% of the students comprehended that point he has just been trying to convey. He doesn't have to wait til mid-term or later to find out whether they are comprehending and getting what it is that he's putting out there. If he finds a 30% response or a 50% response he knows he'd better go back and try a different approach to make that point again. And of course this system can be computerized for compilation of student responses throughout the semester. It has all kinds of potential to improve teaching but I think in addition it has potential for research in regard to the effectiveness of certain approaches to presenting materials and the effectiveness of different approaches. We're most enthusiastic about the potential of the facility that we have there to enable us to do better and learn more about how to make higher education here interesting to young people. That's probably longer than Dr. Brown's speech so I think I'd better get on with the introduction which is what I'm supposed to be up here for.

Let me indicate to you some of Dr. Brown's background and credentials. He was appointed Executive Director of the Higher Education Commission in March of 1975. Before accepting that post he was Vice President for Academic Affairs at Union University in Jackson, Tennessee, a post that he had held since 1972. He is a graduate of Union University and served that institution in academic and administrative posts for 12 years holding the positions of Chairman of the Department of Physics, acting Dean of Men, Academic Dean and Vice President for Academic Affairs.

Dr. Brown received his master of science degree in Physics and his doctorate in Radio Astronomy, both from the University of Florida. He has been active in civic and public affairs. He was named the Outstanding Young Man of the Year by Madison County Jaycees in 1971. He may not care for me to mention this, but in 1974 he was a candidate for the democratic nomination from the 7th district of Tennessee to the United States Congress. He served on numerous civic task forces and committees in Jackson and Madison County region and is the author and former co-author of several articles in higher education.

Dr. Brown and his wife, the former Bonnie Baker of Jackson, have four children and I am tempted to indicate here that he must have had some English courses too, because he seems to demonstrate some knowledge of some principles of versification, not enzyme, or activist, but alliteration. The names of the four youngsters are Todd, Trev, Tambi, and Tiffani. He's given all these youngsters of course T. B., Terrible, absolutely terrible. With that let me simply indicate that I'm personally very much impressed by him in his short time with the Higher Education Commission. He obviously has a sharp intellect and a fine command of the language. He has patience and tolerance as well, and he's put up with us and these things are very important to a man in that position. I think that he holds probably the most difficult post in Tennessee Higher Education. It is my privilege to present to you, Dr. Wayne Brown.

NONTRADITIONAL EDUCATION: REAL LEARNING OR NO LEARNING

Dr. G. Wayne Brown
Tennessee Higher Education Commission

Let me begin by recreating a phone conversation with Coy Hollis.

Coy: "Wayne, we'd like for you to come down and visit with us for this nontraditional program that's going to be in November or late October. I'll check the date and call you back on that."

My answer: "I don't know anything about nontraditional education."

The other end: "Neither does anyone else."

My response: "Well, if we are going to sit around and pool our ignorance, wouldn't it be better to do it some other way?"

Coy: "Well, maybe you can read up on it a little before you come."

And while I was trying to read up on it, I had an interesting and enlightening intellectual experience in the meaning of traditional. I have been seeking to get that straight.

Once on a Southern Association team visit to an institution, the catalog indicated to our committee, students, and to everyone else that this particular institution was progressive and innovative, yet traditional. The committee spent a full evening trying to apply that phraseology to all the programs and finally gave up. A little later in the formal remarks, you'll hear about another institution's difficulty with a catalog promise and how the courts became involved.

But in trying to uncover the meaning of traditional, so that I would have a better understanding of what nontraditional learning is all about, my family and I had engaged in a family conversation. We often do this - our children being brighter than their parents, very exuberant, all in elementary school, picking up new words and new spellings for old words every day. We brought up the issue of traditional, and the younger one had some strange notions. But the 6th grade girl had a pretty clear meaning and described this term to some length. Her phraseology was such that it left the impression to the two boys, the first and second graders, that if something was traditional, it had probably existed in China or Japan for 5700 years.

A couple of nights later at a shopping center in Nashville, the boys, the other girl, and I witnessed a judo demonstration. At the end of it the teacher stepped to the front and called for young volunteers. The purpose of this, of course, was to enlist unsuspecting parents for their children's sake in these programs. My first grader was the first to volunteer. With some minimal instruction and I might add a very cooperative ten-year-old boy who had already been trained, Trev threw the boy over his shoulder. That came only after the pre-bout bow and then the post-bout bow which was difficult for my noncourteous boy to follow. Then the call for a second volunteer brought, of course, the second grade boy who couldn't be outdone by his brother. He did such a magnificent job that he threw a thirteen-year-old boy around his leg into the carpet, and there again came the bow at the end.

We were walking out. We asked what it meant. The older sister said, "Well I feel a lot better. I feel a lot safer." And Todd said, "Yes, when you learn about the traditional ways to defend oneself," which is my second grader and he doesn't speak that way ever, "it will be a better home. Mommy will be safe when you are away daddy," We went into this long discussion about the value of these ancient ideas that were traditional. Finally Tiffanni raised the best question of the night when she said, "there's one problem." (After Todd had bragged about being able to run off the robber.) "How will Todd and Trev be able to make the robber stop and bow before they judo him?" We aren't answering that question yet. There's been a lot of discussion about it at home.

Traditional, of course, means something more than that which we have inherited from an old society. Before trying to answer the question from the vantage point I am now looking at, let me phrase a couple of other questions for you. What are we trying to do in our endeavor? Whatever methodology we may seek to employ, if we ask what it means to be involved as an educator, and particularly in higher education, you can come up with a long list of answers. I might suggest to you from my recent experience that if you are proposing to answer that question to a legislative committee, you need to have a straightforward and simple answer. Not because those people are simple in the ordinary definition of that word, but because they don't take time for intricacies. They want a direct answer, and they feel every state agency should have one.

What are you doing? Here is a suggested response: We are seeking to prepare people to make decisions more rationally than before they started with us. Now maybe there are a lot of other things to be added to that, and there are problems if you just stop there. Let's assume for a moment that is what we're trying to do--prepare some people to make some decisions on a more rational basis than they would have prior to the experience. If that's the case, then I suggest we are preparing a fraction of the nation's leadership, beginning not with some remote future in mind, but beginning with the time that individual leaves that class or puts down the program instruction booklet for TV or whatever else he or she is doing. Because that person will commit the process of making yet another decision immediately after that.

A few notes - first, you are preparing only a fraction of the leadership. Let's not forget that. There are those people like Abraham Lincoln who didn't go through the formal process. I rather suspect if we ask him he would answer that he would have preferred some help. In his case, it just wasn't available, so he took another route. We are preparing, even in a technical society, a fraction of the leadership.

Secondly, you should note that our preparation will necessarily be incomplete but yet, it is our preparation that will leave these people in an incomplete state. Yet our work is absolutely essential, and we should not give up simply because we do not see the end point, or simply because we do not feel we are able to complete the task in a short time.

I want to call more attention to the word "rational." There was a time when practitioners in our field accepted that as a part of the challenge without question. The rational processes were in fact what we were about. Unfortunately there are those observers who now have concluded that students today, and for the last few years, would much rather tell us how they feel rather than how they think. And that there has come in some quarters, a rather hasty marriage between some faculty and some of those "feeling" students which has led to problems within academia. I don't propose to be in a position to enlighten you further on that problem, yet I emphasize, it is my own conclusion that we are about the business of preparing some people to make some decisions on a more rational basis.

Now to the meat of the matter. Nontraditional learning is probably quite different from nontraditional educational approaches. That is, is there a difference between nontraditional learning and nontraditional education? Probably so. I'm not sure what learning as a process really is. I have heard recently a few educational psychologists and other psychologists who are now specializing in learning theories say,

> That we know a little bit about how white mice and rabbits learn. Some day in the future, we may know a little bit more about what they do in learning and thereby be able to speak more intelligently in a crude way all things being equal, which in fact they seldom ever are, and on the basis of certain assumptions and making approximate solutions to the matter be able to guess at how one human being learns something.

In between that time and now we must accept only a partial answer to how an individual learns. We have some beliefs as practitioners, in my case, a former practitioner. We have some notions about that process that each of us would be happy to speak about at length. I will restrain myself, and emphasize once again that it is important not to confuse nontraditional learning, whatever that is, with nontraditional educational approaches. We can deal with that in a more direct and open way.

Life as viewed by the teacher, or the writer, or the one who prepares the educational program, or the cassette, or who suggests that individual study will be relayed to the student in some manner. Separating that teacher, writer, or director from the one or ones with whom he or she will be interacting is not possible. I point out this problem to remind us once again that the machines, the devices, the changed structure, the altered format are important, interesting, and sometimes helpful. They after all are devised and shaped by other people who for better or worse were themselves a product of some kind of educational process. We do not now foresee that chain of events being broken in this world.

What is the subject of what we're trying to do? We are trying to prepare some people to make some decisions on a more rational basis. With this comment we will proceed into the problem. We are trying to look at life in two different ways, and I think it is important to remind each of us including myself of this as we face decisions.

Life is viewed from the inside and life is viewed from the outside. Now the first approach is a much more ancient one in the learning sense. The content of philosophy, of much of art, literature, religion, etc., deals with life as viewed from the inside. The observer experiencing, sensing, thinking, feeling, recording, expressing, etc. We are told there is a rebirth of this, perhaps so. Not too many years ago life as viewed from the outside began to take a foothold in the educational process. It did not come easily. This is the so-called scientific approach, e.g., let's separate the observer from the processes and analyze it.

It is interesting to look at some of the disciplines that are represented at the programs you have had before you today, and to see that in your program references have been made to subjects which would relate to each of these two directions of looking at life. There seems to be a great deal of confusion about that.

I know a few graduates, sadly I had to deal with some of them and must have failed somewhat, who don't recognize that there is a legitimately different way to look at life; and that as they go about the process of making decisions, they need to keep both ways in mind. It's not either/or. Unfortunately some of the students I have dealt with, sadly due to my inadequacies, left thinking they would make decisions in neat categories; physics here, economics here, literature over here, although they were not sure what they were going to do with that, Dr. Spivey. They thought their minds would just click into different categories as these problems came up, and that everything would work out great. It has not happened. It will not happen. Members of the State legislature, with whom I work occasionally, don't think that way. My dad didn't think that way, and you and I know we can't think that way.

To examine the problem before us we could ask a lot of questions. One is what have the courts said about this matter? That wouldn't be important several years ago, because for many years, with the exception of The Dartmouth College case and a few other instances, the courts didn't want to be involved. They just left higher education in this country alone. They fought to stay out of decisions. There are a couple of interesting cases that speak, obliquely, but interestingly to this point.

First case: In the 1969 case of Printup vs. Wick, the St. Cloud State College catalog claimed that its academic year was made up of 172 academic days. The academic day was not defined. However, during the particular year one "nontraditional" day was declared. It was called, after much debate, "Time Out Today: A Nontraditional Study Experience." This was counted as an academic day. The curriculum for that day was organized around interesting topics--the draft, war, sex, politics of protest, and two or three other assorted items related thereto. There were only 171 academic days according to the plaintiff's point of view because they didn't count this nontraditional day. The court decided to the contrary, i.e., the court held in favor of the college. It refused to interfere on several grounds. The most important for our discussion may be this: "The control of curriculum is at the discretion in this institution's case, of the President" cited the document, "Plaintiffs have no more rights to choose contents or formats of classes they would to hire or fire faculty or select textbooks." So we can rest comfortably with that precedent. You can declare such a nontraditional day, whatever that means.

But look at the next one, Columbia University vs. Jacobsen. This was a decade earlier. Note the date because it foreshadows something - 1959. The trustees of Columbia accepted a promissory note for tuition of one Mr. Jacobsen. Subsequent to a period of study, he failed out. He refused to pay because "the university promised in the catalog such virtues as wisdom, understanding, character, courage, justice and liberty." I'll get to the decision in a moment. The judge by the way, after hearing witnesses concluded the young man had none of these traits. The trustees took Mr. Jacobsen to court demanding their money. The court boiled the whole context of issues (and it was a messy looking case at first) down to one. And it is important, because of some of the campus politics you face. We are coming to that. The court boiled this case down to this: whether Columbia taught wisdom or not. The court saved the day for Columbia University, but maybe not our profession. The court pointed out that no college in its right mind, that's a literal quote, would confuse knowledge with wisdom. I quote the court's decision, "Wisdom is not the subject which can be tuught. It is a hoped-for end product of education, experience, and ability which many seek and many fail to find." The court even inquired whether the student ever put himself in the mood to learn what Columbia had to teach.

Listen to this - Mr. Jacobsen wrote a lengthy statement indicating that he learned in a "nontraditional and unconventional" manner. He complained that his academic failure was due to not conforming to the traditional expectations he faced there. The foreshadowing of a stormy decade, and yet it didn't make front page of the Times. The court, other than those cases, has not spoken in nontraditional terms directly.

Let's examine the problem you face. I mentioned that it is a campus political problem, and it is. Why is it a political problem? It's a political problem because in many cases you have already found it necessary in some institutions to separate out nontraditional, unconventional (whatever phrase you may wish to use) approaches in a separate agency or department. That in itself is a very interesting observation.

What does that mean? I don't propose to be intelligent enough to answer that, but will hint around it for just a short time.

In. C.P. Snow's many writings he dramatized a problem between what he called, as you well know, two cultures. The older of the humanistic culture repeated in literature and art, looking at life from the inside. The newer one derived from contemporary science. Actually the most basic disciplines in each culture can both be appreciated and experienced, but it is my contention that only those who experience the systematic and creative work of a discipline deserve to be called the true professional within that field.

If it is also true that nontraditional is only that obtained by some special people who are over here dealing with it as a separate branch of learning, then part of the important point is being missed. Fortunately that is not the problem on many of our campuses, and I am glad of it. But let us be reminded not to allow nontraditional approaches to be handled in such a way as to further a dichotomy between the standard discipline (whatever that is) and "the others." Actually, setting a whole pedagogical approach apart produces a wide number of dangers.

Let me speak briefly as a physicist and as a member of several related societies. Our professional programs have for years included in many of their meetings sections dealing with how to relate the revelation of new knowledge to the teaching experience. I have observed that the most exciting of those meetings have come when recognized, bona fide, producing scholars and researchers have taken the time to deal with the question of how to achieve what we have learned within our discipline. Whenever we brought in other people to explain to us how we are to go about teaching what happened in our discipline, the attentiveness of the audience went down.

I believe this applies in a wide, wide range of activities. I'm not speaking against the study of any broad branch of knowledge or experience. Speaking again from my field, because I know it best, Newton and Einstein felt strongly on these matters. They both wrote vast numbers of words in an effort to explain what they had done in simpler language and to make projections as to how that information could be transferred. I believe it is best when the best are teaching people how to convey the best of their field. I further believe that the problem (and this is the reverse side of that coin) of not propogating much of what happened in recent years to various disciplines stems from a failure within the disciplines. Not from a failure of educationists and publicists who have done an outstanding job in trying to do something about it. Let me rephrase that. Whose duty is it to explain that the physicist has done? Einstein had an answer, "It's not the philosophers duty to do that. It's not the biologists duty to do that, although they are free to try and we should listen to them. It is the physicists duty to do that."

Each discipline has a theoro-centric function, a practi-centric function, and a demo-centric function. Why am I taking your time to say this? Because of my punchline in a minute. What is the theoro-centric function of your discipline?

What would be the study of educational administration? What would be the study of this or that or the other? The theoro-centric function has to do with the theoretical considerations of that discipline. We need those people. They are to be prized and protected. Far be it from our society if the only persons who received reward, the only persons who receive recognition, the only persons who receive great pay are those who deal with the other functions I am coming to. We must protect the climate of theoro-centric people.

Each discipline also has the practo-centric function -- making part of that discipline applicable in real ways to what's going on. Those people must be there also.

Finally, the one often neglected, and the one that nontraditional educational experience can do a great deal about, is the demo-centric function. The demos, the people. Explain to them in a straightforward terminology what has happened, what may happen, and who thinks so. It was Shelly who, in his defence of poetry, said that it is the artists duty to "absorb the new knowledge of the sciences and other experiences and assimilate this to human needs. Color it with human passion, transform it into the blood and bone of human nature." I agree, but I also comment, it was easier to do them with Newton's physics than with Einstein's as Mel Mayfield and others here will recall.

Through the accumulation of such neglect as I have mentioned, i.e., the neglect of many of us to explain in straightforward terms much about our work, and also as a result of the deterioration in the quantity and the quality of instruction that we have given, many of our future intellectual leaders are being short-changed. It is appalling for me to remind myself that I actually contributed for a period of time to the future intellectual leadership of this nation. I deluded myself into thinking I was largely teaching people that were just going to be taxpayers. But there is more than that. There's more than the general education function that's important. You and I have helped prepare the future intellectual leadership of this nation. That is a sobering consideration for any serious minded academician.

Unfortunately we suffer also. I hope that nontraditional approaches can assist us in breaking down what some have called the placing into little corners or compartments intellectual loyalty. The loyalty to a discipline is good and it's bad. The decreased mobility of faculty members may contribute to breaking some of these barriers down. Some folks are going to have to stay on the campus where they are located and live with other people in other departments whether they like them or not. If there is hope for the economic problems in an intellectual sense, it may be that.

Curriculum reforms in America, be they in style or in content, do speak to nontraditional approaches. Curriculum reforms can easily be seen as a study of collegiate politics, just as much as they can be seen as a set of improved identifications of branches of inquiry. Courses, or whatever methodology is used, are linked by a variety of schemes including, as you know, elements of compulsion and free election, elements of concentration and distribution. However these elements are manipulated, no formal device could offset the subtle change in the character of the faculty. Many people believe faculty members ceased a few years ago to be custodians of a general culture in this nation which they imparted to the youth. Instead, they have become guardians of particular segments of knowledge which they cautiously explain to only the initiated.

There has been a curious and circular quality to reform in approach and in curriculum. Earnest educators have shifted through the same materials available to them as were available in any disciplines 20, 30, 50 years ago. It is far easier to launch a new experiment than it is to look carefully at the results of an old one. Thus we have subjected ourselves to the delight of experimenting without asking decent questions in many cases. This is the problem that many of you face, that we ask bigger questions and more detailed questions of each other concerning the experiment we want to start. Let me rephrase this. For you and for me it is easier individually to start a new one than to analyze the old one. But wait till you submit your new experiment to the curriculum committee. Then there will be a great reticence to launch into a new program. There campus politics play a very vital role.

A few suggestions - nontraditional should refer to the system as well as to the courses. That applies to freedom of thought and a long list of ways and schemes and ideas at the system's level of a complex public university system, to the administration section on a campus (on a public or private campus), or to statewide coordination.

At the Higher Education Commission we are suggesting that one tradition, formula-based funding, based upon enrollment and square footage, needs to be maintained but needs to be supplemented. Thus we sought and received a grant. We are one of the few statewide coordinating agencies in the nation with such a grant from the Fund for the Improvement of Postsecondary Education. We are attempting to find a way to build into formula-based funding certain performance-based criteria to reward programs and campuses for jobs well done. Like all "nontraditional" approaches it is met with mixed feelings. There are those who want it, and there are those who don't want it. There are those who would want it if they could get it, but don't want it. There are those who would want it if they could get it, but don't want it if they can't get it.

To cite another example which needs to be considered in statewide affairs, we are looking more carefully at cooperative educational endeavors throughout the state. Many exist already, fortunately, without the heavy hand of the state of Tennessee having insisted upon it. There are cooperative ventures between community colleges and senior institutions. There are cooperative ventures and degree programs between public and private institutions. There are cooperative ventures between public comprehensive and private comprehensive, and public noncomprehensive (whatever that is) and public comprehensive and so on it goes.

We feel that these [illegible] of approaches are realistic (albeit strange in some cases), are meaningful, and can help avoid confusion to the citizenry. Thus, I repeat one suggestion - nontraditional learning should refer not only to courses and methodology of specific courses, but to systems of courses, systems of degrees, and even systems of systems.

Second suggestion - we should make certain that something of value is taught. And if it's not, it would be like my Uncle Macon, who never went to college. I might add, he is one of those persons kind of proud of that--you have to keep that in mind if you ever run across Uncle Macon. But that's not the case of some people in his family. So when someone came home very proud about what she had learned and wanted to demonstrate this, well Uncle Mac was curious and wanted to see it. What she had learned is that you could sit around in a room and feel of Aunt Mary's head and learn a great deal. Uncle Mac was not very impressed. He said he had known for a long time that he could feel of somebody and learn a great deal, but that wasn't what he sent her off to school to learn. There may be a great deal of value in feeling of one's head, but it has to be explained in simple language to some people. We should make certain whether it's nontraditional or traditional, that something of value is taught.

Third, as a suggestion, you must find a way to make your nontraditional approach politically accepted in terms of academic politics. To do that, you have to keep in mind some of the factors we mentioned earlier.

Four, we must avoid the temptation through nontraditional approaches to give additional credit for things that probably don't need any credit. Don't misunderstand me. Credit needs to be earned for much of what you will teach through nontraditional means. There are a few who wonder whether it is of value to give academic credit for every experience the student sees or faces. As a short footnote, there are a few of us who are concerned about when every experience, necessary and related to graduation had to quantified in a credit basis. When that day came, we had two problems. First, we instilled in the student the mistaken notion that he/she will get credit for everything in life, using the work credit in another way. Secondly, the faculty began to expect to receive credit on the workload for everything he or she did. There was a time when faculty members contributed to an environment without any qeustion about some items being on the workload.

That's a very complex problem. We should avoid the temptation to stretch the notion of academic credit too far. If we don't caution ourselves in that regard some of us in the public sector will find yet additional state legislators deciding what we will be giving credit for as they are beginning to do in other states. That should be our responsibility, and we must caution ourselves.

An additional suggestion - new equipment, new technology, does not necessarily mean new ways of deciding, i.e., new equipment may not change the manner in which some people make decisions. Put another way--new equipment does not mean a new day. It could mean that. It also may mean a very frustrated day when someone doesn't understand the equipment nor tries. There are numerous problems when you try to deal with any topic in a new way. Yet, it is essential for you to pursue this field further.

Nontraditional learning, real learning or no learning? Yes, it's real learning if its done properly, conscientiously, thrroughly, and rationally. Remember, those in front are most exposed to the elements, and thereby weathered the most. But remember also, in the process of weathering all those beautiful minerals will show, all those other items that are hidden under the covering will appear. If there is something of substance, it will appear even more radiantly after weathering than before.

Shelly, who was mentioned earlier, had a problem. He was bright. His mother was asked, "Are you going to send this child off to a place where he can learn to think for himself?" and she said, "Heavens no. I should rather send him to a place where he would learn to think as others do."

Why was that? It was because he was a genius and she knew it. He already knew how to think for himself. He needed to learn how to think as others do in order to have a kind of balance and do something.

This is your problem and challenge. Being on the cutting edge of a new approach in whatever discipline, in whatever subject, in whatever system is not easy. Who asked you to do it the easy way? If you think for yourself you will get into trouble, that's for sure. But if you think only as others do, you will surely never be out of trouble. It's time for us to change some of the trouble we have made for ourselves. Thank you very much.

Dr. Jerry C. McGee
Middle Tennessee State University

Dr. Brown indicated that if someone has a question he will be glad to field them. Do we have any questions? Thank you Dr. Brown. I would like to thank the people sitting at the head table that I did not introduce. Over on my far right is Dr. Wray Buchanan; next to him is Dr. John Prados. On my far left is Dr. Coy Hollis, co-director of the conference, and Dr. Jack Carlton of MTSU, one of my other bosses. Does anybody have any announcements or anything we need to share before we adjourn? Thank you for coming out. See you in the morning.

CHALLENGE FOR CREDIT

Dr. Walter Nelms
Jackson State Community College

Challenge for credit, our topic for consideration, is probably not the most innovative topic which will be discussed here today. Most institutions have some sort of a program by which a student may earn credit for a course or courses without taking the course in a normal procedure. As far as innovation is concerned, I had much rather to be talking with you about Jackson State's program in audiotutorial biology, general communications laboratory, mathematics laboratory, our simulated business cooperation, or some of the other aspects of the institution which I feel are more innovative than challenge for credit.

Our topic is challenge for credit, however, and I suppose it is important for someone to publicly state that their institution is actively involved in a program to encourage students with competency to seek college credit by challenging courses. We do have such a program, and it is active on our campus.

The basis for challenging a course may be CLEP or some other nationally recognized testing program, or it may be the work or educational background of the individual student. The student must demonstrate evidence of knowledge in the course he wishes to challenge. The maximum number of hours by challenge may not exceed sixteen quarter credit hours.

A currently enrolled student may, upon the approval of an instructor and his divisional chairman, challenge a course for credit. Competency in the given subject must be presented to the satisfaction of the instructor and divisional chairman before the course may be challenged. The student must register for the course in order to receive credit. The grade earned on the challenged course will be recorded on the student's transcript. For example we allow only 8 hours of natural sciences through challenge for credit. This means that he still has to take one course in the natural science area. We will allow only six hours of English composition through challenge which means he still has to take one additional course. Six hours of Social Studies, six hours of Humanities, other than English, and three hours of Mathematics. So we haven't turned him completely loose, even at the community college, but it does make it possible for him to earn credit without following the traditional patterns. This credit is granted after a student completes the additional courses required. In other words if based on his ACT test, the student wants to challenge two quarters of Freshman English, he presents documentation to support that, and we allow him to take the third quarter of Freshman English. Once this is successful and completed, he is awarded the additional six hours in 1101, 1102. Normally a student has to register for courses he has challenged. Not in every situation but this is true in a normal situation. Let me go through the procedures by which we initiate challenge for credit. First of all, the student must take the initiative in requesting permission to challenge any course in the college catalog, and at this time any course in the catalog is challengable. Second, this request must be supported by some sort of documentation. Now this documentation does not have to be a transcript or something of that nature. Documentation may be his discussion with the faculty member with whom he is going to work and his ability to persuade that faculty member that he does have the background which would make it possible for him to successfully complete the challenge for credit. The division reserves the right to substantiate the documentation by its own test be it oral or written. The fourth point, the curriculum committee of the institution, which is a standing committee, serves as the review committee for all questionable challenges. These are the institutional policies which apply. As part of this presentation this morning, I had originally planned for one of my divisional chairmen to talk with you briefly about the implementation of this policy, but he had illness in his family and was not able to come. At this time I would like to present to you Mr. Bentley Rawdon who is the chairman of our division of personnel services, and he will give you the basis upon which the divisions implement challenge for credit.

Mr. Bentley Rawdon
Jackson State Community College

Nothing like starting off the day as a pinch hitter. You've heard some of the philosophical approaches to the "challenge for credit." Now to the very traditional paper work that is involved in the actual implementation of the program. This particular program was in the area of social studies and education, which comprises an extremely large division at Jackson State Community College. Dr. Nelms has already indicated that the initiative must be taken by the student. The student may either seek out an individual instructor or the chairman of the academic division and request that he or she be allowed to challenge any given course for credit. Once this initiative has been taken, the divisional chairman then will approach one, two, up to four members of the subject matter area for consultation purposes. The student will then complete a very simple form requesting that he or she be allowed to challenge a course for credit.

As Dr. Nelms indicated, normally, the student has to register for the course just as if he were in the traditional classroom setting. Once the paperwork has been handled, the Chairman of the academic division will then interview the student to try to get some greater understanding as to the background, the area of work experience, previous learning experiences, other courses of a similar nature that may have been taken in some other area. Once all the mechanics have begun to spin, the wheels are turning, the divisional chairman along with the committee that has been appointed will then decide whether or not the student has a legitimate basis for challenging a traditionally taught course.

There are many reasons why a student may want to challenge a course. Dr. Nelms has indicated it may be because of work experience, a back log of data or information, or it may be that a student needs a given course or courses in order to complete the traditional course load in order to graduate. It may be that the student needs certain pre-requisites in order to go into an area of interest or to transfer to a senior institution. Any of these reasons we consider legitimate and valid. Once the student has indicated that there is a need, and the paperwork has been completed, there are a number of ways in which the actual challenge can take place. The student may be asked to do independent studies. He may be asked to complete many assignments of an independent study nature. He may also be required to establish periodic meetings with the divisional chairman and other members of the instructional staff and both in writing and orally to communicate the result of that independent study. He may be allowed to take only one comprehensive examination, either at the beginning or at the end of the quarter, depending upon the amount of expertise he brings with him or her. And then in the final analysis, if the student indicates by either verbal examination, written examination, reports of independent study, that he or she has mastered certain segments of the course content, but perhaps has not mastered other areas within the course content, additional independent study may be assigned in order to strengthen the area of weaknesses. Once all of these things have been completed, the examinations have been administered, the oral and written reports have been collected, the committee has met and talked, or whatever else goes on in committee meetings, the decision is ultimately reached. This student has indicated that he or she has successfully mastered in a nontraditional manner, the content of the course or courses that have been challenged. Once all the work is in, the committee discusses the amount of expertise demonstrated by the individual student then in conjunction with the divisional chairman the grade is recommended. Once the concenses has been reached, it is the responsibility of the divisional chairman to relay the concenses to the Dean of the college. The two of them then go over the documentation and arrive at the final letter grade to be awarded. At that point, the second part of the form that I mentioned earlier is completed, the amounts of credit assigned and the grade is assigned. It is then returned to the Records Office for reporting and becomes a part of the permanent transcript. Now, all of the documentation is kept on file in the divisional office of the academic chairman. It may be challenged by any member of the committee or by any other member of the instructional subject matter in case there is any type of fraudulent work on the part of the student or any doubt by any of the members of the committee that the work has been completed unsatisfactorily. It may also be reviewed or previewed by the student if he feels that the grade has been unjustly awarded. In a very brief nutshell or capsule, that's what happens in a challenge course. We are not here to say that this is going to take the place of traditional classroom exposure to a given instructor. But it does and has often times proved to be very beneficial for students who for some reason or the other have gotten themselves into a bind. They've counted on graduating, they've changed their major, any number of things which you all know can happen. Here they are ready to graduate, all the people they are friendly with are graduating and they are not going to get to march. They need X number of hours. This has given at least one avenue by which this can be circumvented.

The Dean has already indicated to you that many of our students have a vast amount of work experience. We find this particularly true in the area of data processing or in accounting. People that have been practitioners for a number of years without benefit of the formal credentials that traditionally go along with these kinds of behavior. A person can then demonstrate proficiency in this area and receive college credit for it. And it is beneficial, not only to the student but to the institution as we attempt, as you are attempting, to come up with innovative and nontraditional approaches in the field of education. This is basically what has happened. We'll entertain questions if you have any at a later date. I would just mention briefly that this grade is recorded on the student's transcript as a normal grade would be recorded and it is not identifiable in this fashion although the procedure and the paperwork is maintained in the student personnel folder. Thank you.

INDIVIDUALIZED EDUCATION PROGRAM

Dr. Jean Groetzinger
The University of Tennessee at Chattanooga

I'd like to give you a little bit of background on the individualized education program. It has been operating at the University of Tennessee at Chattanooga for three and a half years, and obviously it has changed somewhat because it has grown. It originally started with a pilot group of 30 community action agency employess in January of 1972. The primary function at that time was to encourage adults to enter or return to college. What we tried to do was to assist them in ongoing counseling and academic advising. Many of these people were full time employees, taking courses in the evening and their time was very limited. It was very important that they got accurate information and academic advising, so that they would not take courses where they might be wasting their time or the very little money that they had. In addition to this original group of 30 community action agency employees, 8 more enrolled at the University in September of 1972, and then 65 more joined us in January of 1973. It was at this time that we added a second function to the individualized education program and that was coordinating the process of awarding elective credit for work experience or inservice training.

It was also at this time that 41 men and women who were not associated with the community action agency, enrolled at UTC. Our program has grown tremendously in a short period of time, and in August of 1974, a full time director was hired to direct the program. In this last year, we've tried to formalize many of the procedures involved with the individualized program. In particular, the credit awarding aspect, and I'd like to just go through a little bit of that with you. To be involved in credit awarding the advocate must be 21 years of age or older and be enrolled in at least one course at UTC. I hope we're not discriminating by stating age 21, but we feel that very often, young people of 17, 18, or 19 just haven't had sufficient work experience. They've picked up the summer jobs that they could get, and as a result their work experience will probably not be of the caliber we're looking for. So they must be 21 and enrolled in a course at UTC. When the applicant comes to us we request letters of verification. Let me show you a sample. (Holds up letter). I have more of the material with me if you would like to see it later. They are given a packet of material. This is the first page. Let's take the example of an individual who has been working as a secretary for 4 or 5 years and is applying to achieve work experience. We suggest to her that she take this sheet to her employer and ask him to write to us giving us this kind of information. She can also apply for inservice training credit. Again, we need letters of verification. We need certificates, xeroxed certificates indicating the program, the content of the program, the number of hours in attendance. We have other categories such as volunteer work and in that case what we're looking for is a person who has been in a position of responsibility in a volunteer capacity. They probably worked harder than those of us that have been paid. They just haven't been paid. There are some other categories that I'll get to in just a minute, but that is an example.

Once we get the person's application, which is only two pages in length, containing the usual vital statistics and letter of verification from their employers we then send a recommendation for consideration for credit to a faculty evaluation team. Now, we'll go back to the example of the secretary. In her case, her folder would go to the faculty evaluation team in Office Administration. This is a person who has been working with IBM with some capacity with computers. It would then go over to our Computer Science faculty. If it is a person who has been working as a teachers aide, the folder will then be evaluated by a faculty evaluation team in Education. It is the faculty in every case that determines whether the person gets credit and how much credit they get. It is elective credit. The folder will be returned in approximately eight weeks.

The applicant is notified twice. The first time is when the folder leaves the office and goes to an evaluation team. We notify the person that the folder is out of the office, and to what department or departments it may have gone. Immediately when the folder is returned we again indicate to the adult by letter that the folder has been returned and whether the person has received any credit. In order for credit received to go on the permanent transcript the student must pay $5.00 per credit awarded. There is no grade assigned. Another thing that we've done during the 1974-75 year is to make it possible for a student to get equivalent credit and I'll speak only briefly about this.

There are occasional times when a student's work experience duplicates to a great degree the course content in both the practical and the theoretical. At the faculty member's discretion, they can indicate that they feel that this person warrants equivalent credit. They will examine that person in a variety of ways. It may be informally, through discussing, talking with the person. It may be through a CLEP exam. It may be through a departmental proficiency exam.

A third area that we've worked in this year is that of giving equivalent credit for National Certificate programs. We have a number of adults in the greater Chattanooga area who hold National certificates from organizations such as LOMA, Life Office Management Association. Early last year, the faculty and business administration got together, reviewed all the textbooks that were used in the LOMA exam. It's a very lengthy program, taking well over a year to complete. They review the exams that are used, as well as the textbooks. In many cases we found they were using the same textbooks in the LOMA program that were used in the academic courses at UTC. Anyone who successfully completes all of the LOMA certificate receives 21 equivalent hours in business administration. If there is someone who has passed the Certified Professional Secretary's exam, another extremely rigorous program, they can receive 22 equivalent hours in office administration. We are now looking at AIB which is associated with banking. Also at LUTC and CLU, which is associated with insurance. The maximum credit allowable is 45 hours. I guarantee you I have never seen anyone who received 45 hours. However, it is possible through work experience, inservice training, volunteer experience, certificate programs, CLEP, or departmental proficiencies. The maximum allowable credit for work experience is 12 hours. That is less than a college semester at UTC. The maximum they can receive for inservice training is 30 hours. In general, we say 45 clock hours of attendance at a good inservice training program is the equivalent of one elective hour of college credit. Let me give you a few statistics. Since January 1st of 1972 through June 30 of 1975, we've awarded 3,190 credits. These credits have been awarded to 435 persons and if my math is correct that averages out to about 7 credits per individual. I should add that there are a number of individuals who the faculty felt did not warrant credit and did not get credit. It is not a blanket stamp saying "yes" you get credit. I think our age range is fascinating. In the last year, we have had women ranging in age from 23 to 63 with an average age of 36. The age range for men this past year has been 21 to 71 and the average age has been 30. In the last fiscal year, 56% of the participants have been men and 44% have been women.

There are 3 functions to the individualized program. I'm somewhat concerned that at times people think it's only credit awarding or the opportunity for credit awarding. There are two other aspects and one is to inform the community of what is available. We do this through radio, TV, newspaper, a brochure that you may have seen at our booth, that you're most welcome to pick up. Three and 1/2 years ago, we started with one employer, the Community Action Agency. This year we had 22 employers represented in our adult students. A second function and to me a very important one, is that of helping adults make the transition into college life. I go home happy every day because I look at the struggle that so many of these people are making. They are working, they are going to school, and they know what they're doing. It's interesting to see that academically they're averages are generally higher than the 17 or 18 year old and I don't think that's surprising. They have a sense of purpose.

It's very important that the director of a program such as this be accesible to adults, which means that I work two evenings a week. I view my role as matching adult students with faculty and administrators, who can answer their questions. I am not in a position to advise an adult student on what courses they should take in physics, but I do think that I can give this student the name of someone in the department so that they can get the answers they need. Obviously there are some answers we can give them. When is registration? How do you survive it? How do you pay fees? Where do you park so you don't get your car towed away? That's a question I'm still asking.

I think the other thing that I should mention that so far has been very successful is trying to help adults adjust and make the transition into college life. At the beginning of each semester, we have an adult orientation program. It is comparable to the freshman orientation. The whole purpose of it is to try to answer the questions that adults are going to have. How do I buy books? Where is the bookstore? How to get through registration? There are some others that I call gut level questions that they don't always verbalize. Am I too old to learn? I think my memory's shot, what can I do about that? Will 18 year olds accept me? How are the faculty going to act toward me if I am older than they are? We have a half day workshop and communicate with the adults in advance. We ask them what their anticipated major may be. We then ask faculty, one faculty member from each department to come and be available to give them any academic assistance they may need. We also generally have at least five current adult students there, and in all honesty they're the ones that run the adult orientation program because they have been there. They have a way of saying what it is that the adults need to hear. They really do tell it like it is. They may say to them, "OK, if you're employed fulltime and have a family, you're going to have to learn how to budget your time." And since they've learned how to budget their time, or have to some degree, they can sit down and maybe work with them on this. They have also very kindly given out their phone numbers to new adults and said call me at any hour of the day, if you need to talk to someone. One of the problems we've found is that many adults get a little panicked before that first exam, and sometimes it helps to be able to turn to another adult student who feels like they have blown it, too. So we do have them available and from what I understand, many of our new adult students have called our older adult students who are more familiar with the courses and the campus. Obviously, I'm very much for the individualized education program. I have found in the last year that the majority of them start out taking one course, a three credit course, and they're in orbit by the next semester and want to take 12 hours.

They're a delightful group of people to work with and are very responsive. I think there's a value right there in knowing that there are people who want to go to school and you can maybe make the task a little bit easier for them. If you want to look at it in financial terms, any adult student who would like to apply for elective credit needs to be enrolled in a course. That is $72.00 at UTC if they take a three credit course. In terms of simply assisting them in counseling and academic advising, there's no cost involved. I feel that many who have worked in the practical work world have learned a great deal and should be able to receive some credit. I would like to emphasize that the faculty not only look at practical experience, but theoretical experience, too. If you're interested in this program and would like more information, there's a tearoff sheet on the back of the brochure and no postage due. We'll be glad to send you the material.

OPERATING ENGINEERING APPRENTICESHIP/ASSOCIATE DEGREE

Mr. Carroll Marsalis
Roane State Community College

Thank you Dr. Bowen. I'm not sure whether or not this is the point in the program where, "You ain't seen nothing yet," happens, but this program is different, I assure you. First of all, the description given in the brochure may be misleading. This report involves the dual enrollment concept. At the offset, a few definitions and comments are in order. Dual enrollment for purposes of this paper may be described as the concurrent enrollment of a student in a special associate degree program with Roane State Community College in the TVA apprenticeship program for operation engineers. Second, the operating engineers union is an AFL-CIO affiliated craft union, concerned primarily with construction, grading and paving, plant equipment operations, heavy duty repair work, and heavey equipment operations. Third, the major program goal is to provide an opportunity for the student to complete the apprenticeship requirements of the union and at the same time receive an associate degree. Fourth, a secondary goal is to demonstrate at the termination of the pilot project, that the dual enrollment concept can be utilized in other crafts by joint working agreements between labor union organizations and institutions of higher learning. The official name of this pilot project is entitled, the Roane State Community College Tennessee Valley Authority Operating Engineer International AFL-CIO Dual Enrollment Associate of Science Degree Program. A better title might be Philosophical Integration in Training.

This is a cooperative higher education model constructed by three seemingly divergent agencies with few characteristics in common. As perceived by the lay public, the relationship between organized labor and government has been one characterized by such terms as the Wagner Act, Taft Hartly Act, Landrum Griffin Act, collective bargaining, strikes, injunctions, arbitration, International Labor Relations Board. The relationship between government and higher education has generally been viewed from the standpoint of construction grants, matching funds, inking treatment, pending proposals, and quarterly report deadlines. In the past, only in rare instances, was any attention given to a possible partnership involving organized labor in higher education. After all, the basic goals of both, at least on the surface, appear to be incompatible. From the beginning, a major objective of this dual enrollment program was to offset the traditional stereotyping of the three agencies involved and to set in motion a concerted educational effort, founded upon a solid triangular philosophical base.

The foundation work for the consortium was initiated by the National Joint Apprenticeship and Training Committee for Operating Engineers, located in Washington, D.C. This committee, one of many, maintained by the operating engineers craft union successfully petitioned the Office of Research & Development, Manpower Administration of the U.S. Department of Labor for funds to conduct a national study to investigate the dual enrollment concept in 1973. During the course of the study, the offices of the Directors of Personnel in Construction for the Tennessee

Valley Authority, became interested in the concept as a unique educational idea, and contacted appropriate personnel at Roane State Community College for the purpose of soliciting inputs that might be pertinent to the findings being generated by the manpower research. Thus, one vital linkage in the chain had been established. Late in 1973, the findings of a national joint apprenticeship and training committee were published in final form. An exerpt from their report reveals the following statement, and I quote, "The essence of education is to permit an individual to become all that he may become, limited only by his talent and ambition." The construction industry and our country need individuals with a broad base of knowledge of the industry and their trade, as well as general preparation for a role as an enlightened member of society. It is in the best interest of the individual in our society to structure education in such a fashion as to permit each individual to maintain the maximum number of options for career and vocational opportunities as is possible.

The dual enrollment plan maximizes time spent by the enrollee in pursuit of knowledge by recognizing his initial achievement as a completed apprentice and a two year undergraduate completor at the same time. The enrollee may at some time during his lifetime wish to choose careers in which event his accredited associate degree will be applicable to a higher degree. Surprising to some, the findings set forth in the study were compatible with higher education as we perceive it and should be enumerated in community college catalogs.

Thus, recognizing the associate degree as an ideal instrument to use in the overall dual enrollment program, the final ingredient had been added for multiple agency cooperation on an experimental pilot plan basis. In 1974, in a move spearheaded by the personnel and construction divisions of TVA and the Office of Research in Education for the International Union of Operating Engineers a series of meetings were held involving the three agencies to evaluate the data, to determine the need for establishing an experimental program, if feasible, and subsequently to develop an action plan for implemention. In short, the action plan included an agreement in principle by TVA management, regional and national union representatives and Roane State and its Board officials. The following steps involve the development of general program characteristics agreed upon by the three agencies. These characteristics included the following items:

1. The continuation of the apprenticeship work experience program at the same level as recommended by the central joint council on apprenticeship for the Tennessee Valley Authority.
2. The continuation at the same level of the educationally related training program for apprentices which is conducted by journeyman instructors at approximately 200 hours per year.
3. The conversion of the International Operating Engineer Training Program into college credit.
4. The development of a general education corp for the program. After considerable research and numerous meetings, a curriculum was developed and approved by appropriate parties. The program of study included a general core comprised of 33 quarter hours of work in the humanities and social sciences and certain technical subjects. A professional operating engineering core of 17 hours was also adopted. In addition, four operator options were included as a part of the

program. The curriculum called for a total of 102 quarter hours. The Watts Bar nuclear dam construction site located 8 miles southeast of Spring City was selected as a location for the pilot project. House trailors were moved on site by TVA and converted into classrooms for the project. As a part of the final arrangements, the following conditions were advanced and enthusiastically approved by all concerned parties.

(1) That all the general education courses would be taught by regular faculty members of Roane State. Roane State would be responsible for their salaries and travel.
(2) The operating engineers courses would be taught by a journeyman instructor from Roane State. Salaries and classroom cost would be born by TVA.
(3) Field experiences for apprentice on-the-job work would be allowed up to 34 quarter hours credit covering a 9 quarter period. The actual time spent on the job was to be certified to the Roane State instructors by the job steward.
(4) A steward cost would be paid by TVA.
(5) The operating engineer international union would supply the apprentices and pertinent classroom materials.
(6) That the apprentices must meet the regular entrance requirements as studnnts at Roane State.
(7) Upon successful completion of the program, the students would satisfy their apprenticeship requirements and at the same time be awarded an Associate of Science Degree.

During the summer of 1974, the physical facilities were ready. Special classes in instructional methodology were held for the journeyman instructors by specialists from the TVA construction and personnel training offices. Twenty-two apprentices were selected for the pilot program. With the full cooperation of all agencies, the dual enrollment program at the Watts Bar nuclear dam construction site was launched in September, 1974. At the present time, nineteen students are still in the program. Most of the students have completed half of their general education courses, almost all of their professional operating engineer core courses and most of their field work. The operator options will be completed next year.

Based upon evaluations by the students and all three agencies involved in the project, the program objectives set forth during the planning phase have been met today. Some problems have been encountered. Hopefully, most have been remedied. In conclusion, what is the significance of dual enrollment. As stated in the original objectives, it certainly provides added incentive for the apprentice and aids in the development of a more productive employee. However, from an educational standpoint the chief value may lie in possibliities that now exist with respect to joint union and higher education action. Hopefully, this program has helped open the door. Thank you.

UNIVERSITY YEAR FOR ACTION

Dr. Levi Jones
Tennessee State University

Because of the allotted time for the presentation, what I would like to do is give an overview of Tennessee State University's Year for Action Program with the hope that this will generate specific questions from you. I am going to spend quite a bit of time in the initial discussion talking about the federal agency called ACTION because two or three nontraditional learning programs reflect the guidelines as stipulated by this particular federal agency. Tennessee State University's nontraditional learning program began during the academic year 1974-75 with a grant from the ACTION agency. Since that time more than fifty students are now participating or have participated in the program. Before discussing some of the specific features of the program let me just talk a little bit about how we became involved in the ACTION program and then what ACTION is all about.

ACTION was established in July, 1972. This is a federal independent agency designed to streamline federal volunteer programs such as Volunteers in Service to America, Retired Senior Volunteer programs, and many other domestic programs, including the University Year for Action of which the TSU program is a part is Section 112 of the Domestic Service Act of 1973. The University Year for Action is an anti-poverty program. Nationally, the United States is divided into ten regions. The state of Tennessee is located in region IV, with headquarters in Atlanta, Georgia.

Now what are some of the basic premises of this federal program. The University Year for Action seeks to develop with colleges and universities an effective method for utilizing student volunteer manpower in alleviating poverty. Also, participating colleges and universities must develop experimental learning situations that would permit student volunteers to work full time in community poverty projects. Students going into the University Year for Action Program must be in the program one full year. In the community projects the student volunteers that are assigned must be responsive to community identified needs. The Universities and colleges that receive three years of support from the ACTION agency must institutionalize many of the basic features of the federally funded program. Also, the university that received federal money must utilize and meet 66% of the federal funds to provide students with allowance and travel to and from projects. In light of these basic premises with federal agencies, Tennessee State University developed a committee to work with the ACTION agency.

In November, 1973, a proposal was developed for a planning grant. This particular planning grant submitted by Tennessee State University was approved and accepted. After we got the funds we started having numerous meetings with members of the community to determine exactly what some of the community needs were. Out of these meetings with community representatives we identified four major areas in which they thought Tennessee State University should provide volunteer manpower. They were as follows:

1. Drug education for teenagers.
2. Career education information for teenagers.
3. Working with juvenile delinquency.
4. Problems of the elderly people.

As needs were identified, the planning staff at Tennessee State University began to contact agencies that were already doing work in these major areas. The planning staff, for example, met with the director of the public school system of Nashville-Davidson County to see if it was possible for Tennessee State University to place some of our students in the public high schools, especially in the career education program and drug education program. In addition, we met with representatives from Meharry Medical Complex because Meharry at the time had what they called Geriatric Out Reach Program. We wanted to find out from them if they would accept some of our student volunteers. After we had several meetings with these various agency representatives and they agreed that they would accept student volunteers from Tennessee State then, an official contract was signed by these agencies and the representatives from Tennessee State. What we wanted the agencies to do was to commit themselves to accepting our students in the agencies from the standpoint of providing day to day supervision for our students. That they allow them to pursue the specific projects that had been assigned them. Also provide them with office space so that they could really do the job that we wanted them to do. After we entered the contract, and the agreement was formally reached, the planning staff at Tennessee State University submitted another proposal to the ACTION agency for an operational grant. This particular grant was approved and on June 12, 1974, we began to approve students for the program.

One of the major innovative features of the grant that we applied for was that students had to be allowed to work full time for the agency and receive academic credit. So, the U.Y.A. staff at Tennessee State University met with the administration at the University to get some kind of guidance as how we could do this. The administration at Tennessee State appointed an academic committee. The purpose of the academic committee was to work out a developed strategy that would allow the students from Tennessee State University to receive academic credit while they were participating in this program. And what they recommended was that we develop an independent study approach whereby students would go to a particular professor and work out some kind of contractual arrangement that would allow the students to work full time in the project and also get some kind of academic credit. The other major approach that they recommended was that students going to UYA program utilize the regular course offerings of each department. That would lend themselves to outside classroom study where students could develop weekend projects or other special reports. In this particular strategy the student would not necessarily have to attend class. In addition they suggested that we would take students who were primarily junior and seniors. The rationale being that juniors and seniors should have all of their general education requirements out of the way. Therefore, their schedule would be a lot more flexible. One of the problems that we had to contend with was the federal guidelines for this program that stipulated that no students going into the program should suffer in any way. This included not graduating on time or falling behind other students who have not gone into the program. So we had to develop strategies so that students would go into this program and would not suffer those kinds of problems.

One of the things we developed to protect the students going into the program was a formal contract that the students and the instructor would sign. On this document the instructor spelled out exactly what they expected that particular student to do in order to get a grade at the end of the semester. In recruiting students we tried to focus upon students who had similar kinds of academic needs. So during the first academic year, 1974-75, we tended to recruit students in the school of sciences, specifically from the sociology, social welfare, political science and psychology departments. Forty-eight percent of the students in the program that year came out of the Sociology Department, thirty percent from the Social Welfare Department. However, this year we have not followed the strategy that we used the first year. If you look at the students in our program they represent eleven different departments with only four students from Sociology, three from Social Welfare, and the rest from the other departments. By and large they come from all over the university.

One of the other things that the UYA staff wanted to do was place students on projects and worksites that were compatible to their majors and minors. For example, the majority of the psychology and criminal justice students were placed on projects dealing with juvenile delinquency. We placed these students out at the Crimson Youth Home which is a home for delinquent boys between the ages of 14 and 18. In addition, these social welfare and other students were also placed in agencies that tended to perform certain tasks that related to their academic background. All students going into the University Year of Action Program during the first year receive the minimum of 15 semester hours for each regular session and a minimum of 6 semester hours during the summer session. During the first operational year no student suffered any academic set back in terms of not being able to earn credit for the courses they needed to maintain their normal progression through the university. In fact, all students who entered the program who were seniors and planning to graduate in May, 1975, did so. In taking grade point averages of students when they entered the program and upon leaving the program, the data suggests there was marked improvement in almost all the students grade point average during the first operational year. In fact, these data suggested that most of the students performed better in the nonclassroom situation than in the traditional classroom situation. The staff wanted, during the first operational year, to see if certain students performed better than others. We did not recruit just all A students and B students. We also recruited students who were so-called marginal students. The data indicated that all of the students did quite well and the marginal students did even better than some of the A & B students in terms of being able to do the academic assignments outside of the nonclassroom situation.

In closing let me say a few words about the academic components and work assignments. In general, all of the special reports and research projects that the instructors assigned student volunteers were related to work assignments. Consequently this should have made the academic assignments much more meaningful. The University Year for Action staff facilitated the functional relationship between the academic employment and work assignment by closely scrutinizing the students major and minor interest prior to a final volunteer project. For example, and I indicated this before, students majoring and minoring in criminal justice and psychology would find work on projects related to those areas such as juvenile delinquency. Therefore, based upon the student's major and minor and demonstrated interest, they were placed in one of the following sites: career education, drug education in units located in the various high schools such as Moore High, Pearle High, and Washington Jr. High; Geriatric Outreach program through Meharry Medical Complex and the juvenile delinquency program sponsored by the Spencer Youth Center. Indeed, the functional relationship between academic assignments and the work assignments legally generated an academic assignment that was more meaningful to students. In developing project assignments each student was given specific assignments within various agencies. They had supervisors who monitored their activities so that we did not have people in various agencies just dealing with whatever the agency wanted them to do. Every student had a specific climate and path during the entire stay in the University Year Action Program.

AUDIO-TUTORIAL MATH

Dr. Irene Millsaps
Cleveland State Community College

I think it will take me about 15 minutes to get accustomed to standing here. I intend to present this nontraditional topic in a most traditional manner. You are not expected to gain 100% mastery at this time but we do invite you to come to Cleveland State to review and check on what I have to say here today. The beginning of the Audio-Tutorial Mathematics Program at Cleveland State grew out of the desire of mine since the beginning of my teaching career, to teach mathematics in such a way that each student could learn to understand as he progressed step by step through the course. It was made possible by the availability of suitable, published materials and financial support provided by Cleveland State. The mathematics instructors at Fullerton Community College in California developed most of the materials which we used. Merrill Publishing Company published the first of these in 1970. They publish all of the materials that we currently use. During one of the session meetings of the 1971, meeting of the National Council of Teachers of Mathematics in Anaheim, California I heard the authors tell of their experience with the elementary algebra materials in classes at Fullerton Community College. I began again to make plans for an audio-tutorial mathematics program at Cleveland State.

In May of 1971, we were fortunate to be able to purchase some materials and equipment to make a start, but a year and a half of graduate study at the University of Tennessee delayed the project. In the spring of 1973, I managed the materials for the first time with about 18 students in beginning algebra. Perhaps I shouldn't tell you this, but the drop-out rate that quarter was quite large and was very discouraging to me, but the encouragement received from the numerous comments by several students implying that for the first time they were able to learn and understand mathematics caused me to want to continue the project and make it work. Some students came to see me to insist that we continue in spite of the discouragement which they suspected that I felt. Some checking into the drop out problem led me to believe that it was possibly not the result of the method. We started this program in a very small room and expanded into a biology laboratory the following summer. We now have a large room about 25' x 50' equiped with 30 chairs, tape players, instructor's desk, assistant's desk, and storage and filing cabinets. We have five day sections of audio-tutorial classes each meeting six hours per week and four evening sessions meeting four hours for one night each week. In each of these sections we offer ten different courses by audio-tutorial instruction. These courses are basic arithmetic and three technical mathematics courses which include arithmetic and elementary geometry, algebra, and trigonometry. Mathematics for allied health, elementary algebra, intermediate algebra, college algebra, college trigonometry, and general applied statistics are also offered.

> "One of the most significant aspects of the Individualized Program is the freedom with which it allows you to study something in which you're truly interested. This freedom is especially important if you are at the point of declaring your major and find yourself unable to make a commitment to any of the programs of study offered by the College. By designing your own personal program, you can continue your college career. Not just with a sense of obligation, but with a feeling of involvement, satisfaction, and fun!"

Earlier I mentioned a program in Cross Cultural Studies. The student developed a program which employed courses and faculty from nine departments. She prepared herself to undertake research that she was able to fund in part with a McClure Award. She sent me a copy of her final report with the following cover letter.

> "This copy of the report upon my research activities in Brazil during the summer of 1974 is the result of the unique opportunities which the Individualized Program of the university made possible for me. It is submitted to you with great personal gratitude, as I found my undergraduate studies to be enormously satisfying and rewarding.
>
> The special academic programs offered by the University of Tennessee granted me the academic freedom to educate myself about the social issues for which I felt the deepest concern and interest. The Individualized Major which I followed both satisfied and stimulated by intellectual curiosity. Not only could I be creative during the course of my education, but I was also responsible for its results. The reality of being responsible for my own education--even to the point of deciding what courses to take, which professors to work with, and whether or not to attemp social research in Brazil--definitely contributed to the seriousness and respect for learning with which I pursued my undergraduate career.
>
> I am glad that the University of Tennessee has a program which is sensitive to the needs of the individual student, and which permits one to make one's own decisions regarding how to pursue an education. Keep up the good work, and many thanks!"

As I'm sure you realize, I'm very enthusiastic about the potential of the Individualized Program. If you would like more detailed information or if I can be of help in any way, please let me know. Thank you.

NONTRADITIONAL PROGRAMS

Dr. Herman Spivey
University of Tennessee

Dr. Otis Singletary, University of Kentucky, has a saying that I like and that is relevant, "A little perfume won't hurt you if you don't drink too much of it." Before beginning, I might tell you a true to life anecdote and later you'll see the relevance of it, hopefully. One of the best biographies I think I ever read is Litton Strachey's biography of Queen Victoria. In the last many pages of that biography Mr. Strachey details the numerous memories passing through the mind of the unconscious queen, during the last two days when she was dying. It serves as an excellent review of her private and public life. The London Times in its review of the book had one sarcastic paragraph in it which said in effect, "This is not only ludicrous, it's ridiculous. How could Mr. Strachey know what passed through the mind of the queen since she was in a state of coma for the last two days of her life." Mr. Strachey responded with a short letter, a terse letter, to the London Times saying, "Sir, if the things I mentioned didn't pass through the mind of the dying queen, they are the things that ought to have." I'm not sure what the title assigned to "critique" means, but I am sure that now days people want an after lunch speech to be no longer than a Sunday morning sermon. That is at most 20 minutes, preferably only 15. In assigning me this nondescriptive ambiguous title, "critique", Vice President Weaver with his typical generosity and graciousness was trying to leave me free, I have decided, to say whatever I wanted to say about nontraditional learning, which, in any case, is what I'm going to do. Secretly, I suspect Dr. Weaver wanted me to come with a blank mind but an open mind to listen perceptively to all the programs and while the rest of you were eating lunch to draw together my discriminating observations and the most significant things said about the subjects discussed at the conference, such as, rewarding faculty for achievement in nontraditional learning; what was said about the environmental outdoor education center which TCU operates at Center Hill; career opportunities in the Cumberland; the mountain woodcraft shop near Cookeville: the cooperative effort of humanists in northwest Tennessee; Dr. Brown's provocative banquet address last night, and aren't we lucky to have in such a responsible position in this state a man of such learning and intellectual capability as that--didn't hurt him that he received his doctorate at the University of Florida; about non-classroom learning experiences which Dr. Groetsinger described a little while ago; about conducting an apprenticeship program and operating engineering; about the full year program of experimental learning by working with social and civic agencies which our friend from Tennessee State told us about; the self paced audio-tutorial in mathematics which Dr. Millsaps told us about just a few moments ago. Incidentally, I had expected to find that this conference, as I have found that most professional conferences within the past couple of years, would get bogged down in our pronominal references to "his" or her" and it pleased me a great deal that an obviously liberated person like Irene

Millsaps was willing to let "his" take the place of "her" throughout the talk. It shows that she is truly liberated.

Not wanting to go without lunch; however, and not being able to compose that fast anyway, I hit upon the ingenious plan of anticipating a week ago what you were going to say here in Murfreesboro, and recording in advance my reactions. Now, I call upon you for one favor. Be just as imaginative as you can in trying to recall that the following sixteen observations are relevant to what you actually said yesterday and today, or ought to have said.

I wish we could have had here every member of the state legislature. They would have realized that higher education is not anemic. It's very much alive, kicking and audiciously daring and I think successfully showing that it is much alive. But, I must come to these sixteen observations about what you said. Hear them, they are stated without elaboration, differentiation, or logical sequence, but numbered, so you can keep up with them. I want you to keep up with them. They reflect also some of my current thoughts, attitudes, conjectures, and prejudices, related to nontraditional learning.

1. Within the past decade I have grown increasingly interested in innovative patterns of learning, and increasingly appreciative of them by expressing pleasure over the growing attention of nontraditional ways of promoting learning. However, I do not mean to disparage traditional ways, such as the organized class for the full time residential student who learns through reading, writing, listening to lectures by instructors, and participating in discussions in and out of class. It is customary, as you know, for missionaries for the new patterns of learning, to scorn traditional ways. I don't.

I do not share, for instance, the current contempt for lectures by professors. I know that many lectures are uninspiring and encourage passive, exclusively receptive attitudes on the part of some students. On the other hand, I know that many student discussions are chaotic, bull sessions as unreflective, as they are unstructured and superficially impressionistic. I do not believe that students know as much as professors do, as a rule, I prefer a combination of the learned compact; preferably lively lectures and intellectual student discussions both orally and in writing. While our educational efforts are not as innovative as they ought to be, this conference certainly illustrates how extraordinarily varied they are. The one motif and theme of this conference is variety. I welcome this growing disposition to design and to try out new learning arrangements but I wish those of us trying to promote them, would think of all arrangements. For example, I also like the internal degree. We need both to meet the needs of different people in different circumstances.

There is an unnecessary tension between traditional patterns and nontraditional patterns. Both are needed and to be scornful of either is snobbish, and sanctimonious. It's of the essence of democracy to be charitable toward variety, not to be tenacious of monolithic structures and procedures. As I said, one of the most pleasing and surprising impressions of this conference is the variety of nontraditional patterns being tried out and it would appear successfully tried out throughout our state. One of the worst dangers to public higher education I can think of is to legislate a single educational pattern for all students. In 1973, a group of influential Florida legislators where I was working, got excited over the stimulating Carnegie Commission pamphlet, which I liked very much and which I reviewed on "Less Time, More Options", a little book I'm sure you have read. The legislature attempted to pass a bill in the Florida legislature requiring all of the nine public universities in Florida to provide for all students a 9 quarter baccalaureate degree. Thank goodness the legislation was modified. While the three academic year degree is one desirable option, it would be a calamity I think, to force everyone into this one pattern alone. People differ in need, ability, and aspiration. They need more options but not necessarily less time. The same year, 1973, another Carnegie Commission report, which you have read I imagine, entitled "Toward a Learning Society" made a recommendation which I like better; namely, that the state attempt to provide, "for the educational opportunities adequate to the divergent needs of all the citizens." In educational endeavors on all levels, as in other phases of experience, variety is the spice of life, or to quote a much more ancient maxim to the end, "no pleasure endures unseasoned by variety." Incidentally, if you don't know who said that, it embarrasses me a little to tell you that it was a roman slave totally uneducated in the first century before Christ.

2. The other points are shorter than that one. That one was just something I had on my chest and needed to get off, and now I feel better. I believe in the learning value of college or the university as a geographic community, such as all colleges and universities provide as a residential community. I believe in the value of full time devotion to learning whether in on-campus residents or in commuter students. In helping society continue to make such learning communities available however, I do not think the residential academic community or full time study is essential to learning or is the only kind of learning that's valuable. What a person knows is more important than where he learned it as you well know. In other words, I believe a University is more than a geographic community. It pleases me to find increasing evidence of that thirst for knowledge at all age levels and among all vocations and increasing attention and response to part time nonresidential patterns of learning. May this trend increase. All of us need opportunities and temptations to continue learning. In fact, many but not all, current full time college or university students, would be better off if they worked primarily and learned secondarily or supportively.

3. I hope we in the United States may continue to provide varieties of learning opportunities. We need varieties of continued learning experiences in all categories of human experience. In a nice little article which I hope you saw in the Saturday Review, last month, September 20, A.A. Lovewright of the International Congress of University Adult Education is quoted, "Within the past ten years in the United States there has been a noticeable increase both in the

opportunities for continual and varied learning and in the public response to these opportunities."

Abraham Carp of the educational testing service in a sampling survey found that 3/4 of all American adults say that they are interested in continuing learning all of their lives. Even the hotel and motel industry has reacted to the growth of interest in continuing education and has been reflecting this influence in the physical design or redesign of their structures. I think I observe furthermore, increasing attention to sequential conferences or what one might call continuing education. As teachers and as educational institutions, we have not given enough attention to the opportunities and the value of increasing and intensifying the desire to learn. Perhaps this is the next big frontier in the psychology of learning. Motivation, about which we know almost nothing, Clarence Phelps used to say that education should not be content to respond to felt needs It should create felt needs. I think so too, don't you? Wouldn't it be good if everybody always wanted and was always seeking more knowledge of understanding and more wisdom.

4. I do not agree, however, with Abraham Carp of the Educational Testing Service, that most people are interested only in the utilitarian aspects of learning. I don't believe it. My observation in recent years underlines that conclusion. In the communities where I have worked during the past ten years there's been a pronounced expansion of both utilitarian and non utilitarian learning opportunities and people's response to it. This is encouraging and it should be encouraged, I think. After all, learning is not exclusively or for that matter even primarily for the purpose of helping us make a living but for helping us to live more deeply and more broadly, more humanly, internally as well as externally. Learning, of course, as everybody knows, affects the quality of living. I think we all believe that the expansion of one's intellectual and emotional awareness contribute as much to the quality of an individual's life as the expansion of vocational skills. The English teacher has trouble with his verbs and subjects occasionally. This is one reason why I applaud the humanity of those university boards that have made it possible for people over 65 to take college or university courses without fees under certain conditions because learning is a pleasurable and humane exercise even after retirement, as well as before. I'm aware of a selfish bias or conflict of interest in applauding

this trend. I do not mean to emphasize learning for old people above the more important learning of younger people, but only to stress the lifelong pleasure and value of learning and to applaud that society which makes possible the maximum opportunity for adult learning and therefore contributes to improving the quality of life and I am very proud that my adopted state of Tennessee is in the forefront.

5. These get shorter and shorter as you go. I even like some of the far out experiments being tried nowadays and also some being proposed as subjects to be tried simply because they increase individual motivation for learning. And that's what I'm interested in. And, also, they expand the learning challenge and opportunity to the total learning society. Unlimited by age, place, or economic condition tending to make the general public one great learning society. To mention one extreme proposal for instance I should like very much to see the United States develop a video university of the comprehensive scope described by Alexander Mode in a Carnegie Commission report two years ago which he called the Future of Higher Education in, Chapter 4. Incidentally, while I'm enthusiastic about that proposal in Chapter 4, I don't like most of his other suggestions. And I resent his cynical disrespect for all traditional patterns of learning, but I like that one. If we had a video university of that scope and that accessibility, and if we had rental cassette libraries of the scope and vision by Dr. Mode I think I would buy and use a T.V. set equipped to play video cassettes. If the price were right, so would millions of others.

   Incidentally, I guess you wonder how I anticipated all of that before I ever got here. I am excited over this magnificent learning resources center and would be willing myself to pay $5 more in taxes every year for the rest of my life to make possible a like facility on each of our campuses. If every other citizen in this state would, we could build and equip on each campus a center almost as good as this.

6. To cite another extreme modification of the existing program options of higher education, I think I could be comfortable with many high school graduates deciding to attend college full time only one year or two years and extending the rest of their learning over a lifetime of working and learning.

   I don't know whether the people on the left side of the room can see that I'm building up this pile over here on the right, right along and diminishing this on the left.

Do you know the little poem that Charlie has heard me quote by Morris Bishop, he calls it "Lines Written in Fifth Row Center" and I'm sure that women sitting on either side of him have their feet all stuck out in the passageway. Anyhow, he says, "Of all the kinds of lectures, the lecturer I most detest is he who finishes a page and puts it behind the rest. I much prefer the lecturer who takes the pages as he finishes and puts them on a mounting pile as the original pile diminishes." And then he has the audacity to say, "But best of all, the lecturer who gets his papers all in confusion and prematurely lets escape the trumpet phrase, and in conclusion." Well, I'm heading for the conclusion myself, but I haven't gotten anything confused yet.

7. This is a very important one. It's an audacious one. An innovative educational plan which has been in limited use for many years deserves very much wider use for both financial and educational reasons I think. I'm referring to the full time work alternating with full time study, popularly called the Co-Op plan and then another variation I'll speak of later. At present, with only a few exceptions, this plan is in use almost entirely for those students interested in engineering or business. Whereas, it could be, and in a few instances, has been used successfully for students with any educational and vocational objective. A A different but related form of alternating full time work with full time study is what is generally called the interim term which you know about and which you may have at your campus. The interim term of the academic calendar used to promote either work or independent study during that interim term or as you know, travel. I should like to see this interim term modified so that the interim term of at least a month would come in the mid-winter say from late December to late January, during which the student could have any of several options: 1) He could work, if he could find work during all or part of this period. 2) He could work and combine that with reading and thinking and writing about the work experience under evaluated supervision could carry some academic credit toward baccalaureate requirements, 3) As another alternative, he could travel or vacation for those that wish to use this option. This calendar, if coupled with an expanded Co-Op program would have several educational and financial benefits for the participants. First, it would help some students finance their college or university expenses. Second, and more important, it would help them toward expanded awareness, accelerated maturity, and increase motivation because of their personal and responsible involvement in the workaday world. Third, it would increase their

employment opportunities upon completion of baccalaureate requirements. Fourth, of no insignificant consequence in these austere days of keeping educational institutions financially afloat, colleges and universities on the expanded mid-winter term could reduce by 80% or more the institutional utilities costs for this cold five weeks or so. It costs a large university like the one where I'm working now in utilities more than $10,000 a day to keep all classrooms and residence halls appropriately operating. You can readily calculate how many dollars can be saved for other educational investments if we could have students working elsewhere during this month. Neither of these plans though would be worth undertaking if it lowered educational efficiency, but I'm arguing as you see, that such a plan would improve education in the broadest sense of that term for participating students. I should like to see very many more of our colleges and universities provide vigorously promoted and supervised, expanded Co-Op opportunities, and also, I would like to see many if not all colleges and universities operate on a calendar allowing at least a month interim term in the winter with several options open to the students. We could cut costs by doing so and at the same time improve the understanding, the maturing, and the employment opportunities of our students.

8. Another far out endeavor which I like is the cooperative mixed media learning arrangement in which several of our midwestern states are collaboratively endeavoring. Nebraska, Kansas, Iowa, and Missouri, are operating in this. This complex and large scale effort is administered by an administrative unit which they have set up and which they call the University of Mid-America. I believe that the Ford Foundation is investing some money in this program. The pattern attempts to coordinate and to develop the contributions of community colleges, libraries, learning centers, and university extension centers. I want to watch what comes out of this.

9. My guess is that the use of video cassettes as an aid or means to adult learning will multiply faster than ever in the decade ahead. Here's hoping that both the hardware and the software for such may become less expensive so that their use may become more extensive. No doubt we shall be seeing increasing use of video cassettes, cable T.V. and many other technological aids to learning, but some of these need the encouragement and aid of those of us engaged primarily in education and not just the commercial companies. We should not depend on commercial firms or even give the leadership over to them.

10. I have changed my mind within the past two decades about accepting away from campus experiences of great variety as part of the requirements for a recognized degree. I now feel friendly toward this practice but only if the activities are planned, intellectually based, recurringly evaluated and supervised. I agree with the 1970, Carnegie Commission recommendation in its report that I refered to earlier called, "Toward a Learning Society", that colleges and universities "resist pressures to grant degree credit for those activities and experiences that are not clearly planned as a part of an academic learning program designed to meet the educational goals recognized by the degrees that are offered." I agree with Professor DeMaunt of Amherst that effective adult education programs "need firm intellectual and philosophical underpenning" and I have some reason to fear that they don't always have it.

11. I'm counseled by the recognition that, "Adults are going to do what they want to do, not what you think they ought to do" to quote David Rowell. I wish this were not so, if it is so, because I don't think most people, especially college age groups, know what's best for them. A person has to learn something sometimes before he detects how illuminating, interesting, and helpful that knowledge really is. I know that knowledge and understanding are not synonymous but I also know that you don't understand what you don't know anything about. You may talk about it as I do, but you don't understand it. I read a statement from an educational psychologist who said people learn only what they're interested in. I don't believe it. People are often interested in what they learn after they learn it.

12. I should like to see a whole lot more mutual interaction between community college and senior college teachers. Each learning from the other, there's relatively little of it now.

13. You see, I'm getting along fast now. One type of continuing education which I wish there were more of and more sophisticated and learned examples is the continuing education of policy level leaders in government in the professions, and in business, generally.

14. At present we publicly do not have and certainly we do not use eloquent means of evaluating our growing efforts in continuing education or in social programs generally, both as individual activities and as aggregate activities. I read a great many research studies of continuing education which provide statistics on size, variety, and individual preference, but I have seen

very little that attempts a rigorous assessment of the effectiveness of it. I think educational testing Services are now trying to develop some additional means of assisting nontraditional programs and I understand they have 180 institutions as laboratory specimens with which to work.

15. Whatever be the pattern of learning for young people under 25, and also for people over the infamous age of 30, I hope and believe that society will provide innumerable incentives and facilities for continued lifelong learning and that increasing numbers of people will respond as they have been doing in recent years.

16. Finally. I find a growing personal satisfaction in one supposedly reliable conclusion of recent social science research. Irvin Lorge, William Owens, Don Charles, Abraham Clark, Richard Peterson, Pamela Ralph, and a number of other reputable behavioral scientists say,“learning for reasons of knowledge does not decline appreciably with age”or to continue another quotation, "scientific studies of learning ability indicate that there is nothing inherent in the aging process itself that impairs ability." I plan to have these words painted in deep black letters in the form of a motto which I can put above my study desk at home. I think however, that I should omit the last half of this sentence from recent research which says, "Slow speed and weakened sensory accuities among the aging" I don't need a research report to tell me that. You did all these things that I said you did, didn't you? Please say yes.

CLOSING

Dr. Charles Weaver
University of Tennessee

We've drawn straws up here and I believe that it has been decided that I will terminate the conference. I think it's been a tremendous thing, and I want to congratulate the University of Tennessee at Martin and Middle Tennessee State University for such a wonderful endeavor. Dr. Spivey, thank you again for being with us.

EVALUATION

The participants were asked to evaluate the conference by responding to ten statements. Two statements concerned the length of sessions and how the participants learned about the conference and are not included in the evaluation. Eight of the items composed a five point Likert-scale with a score of five representing the most positive response and a score of one representing the most negative response. (See Appendix A.)

The respondents were grouped into four categories comprising (1) Central Administration, (2) Academic Administration, (3) Continuing Education Administration, and (4) Faculty Members. The responses to individual items and mean scores for each group are reported in Table I.

Place Table I about here.

While no further statistical analysis to determine significant differences were considered appropriate, it is easily observable from mean scores that Central Administration gave the highest rating and Faculty Members gave the lowest. Continuing Education Administration and Academic Administration gave the conference approximately equal ratings, with averages of 4.2 and 4.1 respectively.

Additional comments supplied on the evaluation form give insight into the differences in the ratings of these groups. Faculty members were more concerned about nontraditional teaching approaches while administration were more concerned about nontraditional delivery techniques. An analysis of program content indicates that, indeed, primary emphasis was placed on nontraditional ways of developing new programs and delivering them to new students than was placed on innovations in the instructional process itself. This concern is

TABLE I

WEIGHTED SCORES AND MEANS FOR FOUR RESPONDENT GROUPS

	Central Administration						Academic Administration					
	Weighted Scores						Weighted Scores					
Item	5	4	3	2	1	x̄	5	4	3	2	1	x̄
1	2	1	1	0	0	4.3	13	5	2	0	1	4.4
2	1	2	1	0	0	4.0	6	6	1	1	5	3.4
3	1	2	0	0	0	4.3	4	8	3	4	4	3.2
4	2	2	0	0	0	4.5	11	7	1	2	0	4.3
5	1	1	2	0	0	3.8	3	9	4	2	3	3.3
6	1	3	0	0	0	4.3	13	6	1	1	0	4.5
7	3	1	0	0	0	4.8	17	4	0	0	0	4.8
8	3	1	0	0	0	4.8	16	3	0	0	1	4.7
						4.4						4.1

	Continuing Education Administration						Faculty Members					
	Weighted Scores						Weighted Scores					
Item	5	4	3	2	1	x̄	5	4	3	2	1	x̄
1	4	4	0	0	0	4.5	2	0	0	1	0	4
2	2	2	0	2	1	3.3	2	0	0	1	0	4
3	4	0	0	3	1	3.4	0	1	0	1	0	3
4	2	6	0	0	0	4.3	0	1	0	1	0	3
5	2	5	1	0	0	4.1	0	0	0	1	1	1.5
6	5	3	0	0	0	4.6	1	0	0	2	0	3
7	6	1	1	0	0	4.6	1	2	0	0	0	2.7
8	5	3	0	0	0	4.6	2	1	0	0	0	4.7
						4.2						3.7

Grand mean = 4.1

well noted, and has important implications for planning future programs of this type.

An evaluation of the individual items is very encouraging. The overall average was 4.1 placing the value assigned to the Symposium on the positive end of the scale. Of particular interest were the responses to items 6, 7, and 8. Along with item 1, indicating that the time of year was appropriate, these items received the highest marks on the scale. It is clear that the participants considered nontraditional learning to be very relevant to higher education, that they would like more information on the subject, and would attend other meetings relating to nontraditional programs.

In addition to responding to the scale, the attendees were asked to give (1) the greatest overall strengths of the symposium, (2) the greatest overall weaknesses of the symposium, and (3) make additional comments. While all statements could not be given *in toto*, generic statements have been developed which are representative of each classification of the responses.

Greatest Overall Strengths

1. This meeting gave recognition to new modes of learning and emphasized how much and how little is being done in various areas.
2. Educators were brought together from across the state and given an opportunity to exchange information on different types of programs.
3. Institutions of Higher Education from both systems were united for the first time in a common cause.
4. The booths provided an excellent means of sharing information.
5. The endorsements of President Boling and Chancellor Nicks gives hope for success in the future.
6. The variety of programs presented made this meeting very interesting and provided a dramatic manifestation of the diversity of American Higher Education.
7. Many speakers made outstanding presentations, cited for excellence were: Dr.'s Spivey, Brown, Ogilvie, Groetzinger, and Jacobson.
8. The meeting was well planned and held in an appropriate setting, the new Learning Resources Center, and excellent meals were provided.

Greatest Overall Weaknesses

1. Too much time was spent on the "nitty-gritty" of specific programs instead of addressing the broad philosophical questions of nontraditional education such as issues, consequences, impact, evaluation, finance, etc.
2. The topics were aimed more at administrators than teachers. More time should have been spent in the "how" of the teaching-learning process instead of the "environment" of nontraditional programs.
3. There was too much "lecture" time in the general assembly. Nontraditional subjects were presented in traditional ways.
4. Some speakers lacked enthusiasm, had poor audience eye-contact, and used inadequate audio-visuals.
5. The meeting conflicted with THEC budget hearings and parking was a problem.
6. There should have been some small group sessions with organized interaction by participants.

Additional Comments

1. Hopefully, this will be the first meeting of an annual series with locations rotated and subject matter varied to include other matters related to nontraditional education.
2. The audience should include legislators and other selected citizens.
3. We need "nuts and bolts" how-to-do-it sessions organized around specific teaching areas.
4. The program should be more competitive and draw speakers and programs from throughout the Southeast from public and private institutions.
5. Dealt too much with the machinery of nontraditional education and not enough with defining what it is, who are the students, what is the cost, and what is the relationship between the traditional and nontraditional.
6. The emphasis was too much on continuing education and not enough on academic classroom innovations.
7. "Congratulations!" the meeting was well conceived and planned and should be repeated each year with efforts made to attract a wider audience and should include topics such as marketing, public information, planning strategies, and evaluation.
8. "I wasted my time and money, the displays were pure 'public relations,' and there was not adequate control during breaks. People came in late and disrupted the meeting.
9. The presentors should make use of multimedia, the material should be presented in smaller groups of special interest, and should be less "traditional."

10. We need to look more closely at topics such as: (1) Experimental Learning; (2) Team-Teaching; (3) Contract Degrees and Interdisciplinary Courses; (4) Who is the Nontraditional Student in Terms of Age, Race, Sex, Income, Purposes, Goals, Ability? (6) What is the Responsibility of a University Concerning Certification? (7) What is the Relative Cost of Nontraditional Education? Are There Cost Benefits?

NONTRADITIONAL LEARNING IN TENNESSEE

A Symposium on Nontraditional Programs in Higher Education

Middle Tennessee State University
Murfreesboro, Tennessee

October 29 - 30, 1975

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APPENDIX A

The following statements are intended to provide an evaluation of the overall program.

1. The time of the year for the Symposium was about right.
2. The program format provided sufficient opportunity for audience participation.
3. The program content was sufficiently varied to cover a wide-range of interest.
4. The booths and displays provided helpful information.
5. The Symposium helped to develop new ideas and concepts which I can use in my work.
6. I would like to see other programs on issues related to Nontraditional Learning.
7. I would like to receive information on existing Nontraditional programs and future developments throughout the state.
8. The purposes and objectives of the Symposium are relevant to higher education.